ED 012 430 AC 001 310

CONTINUING EDUCATION FOR WOMEN, A FIVE-YEAR REPORT OF THE MINNESOTA PLAN.

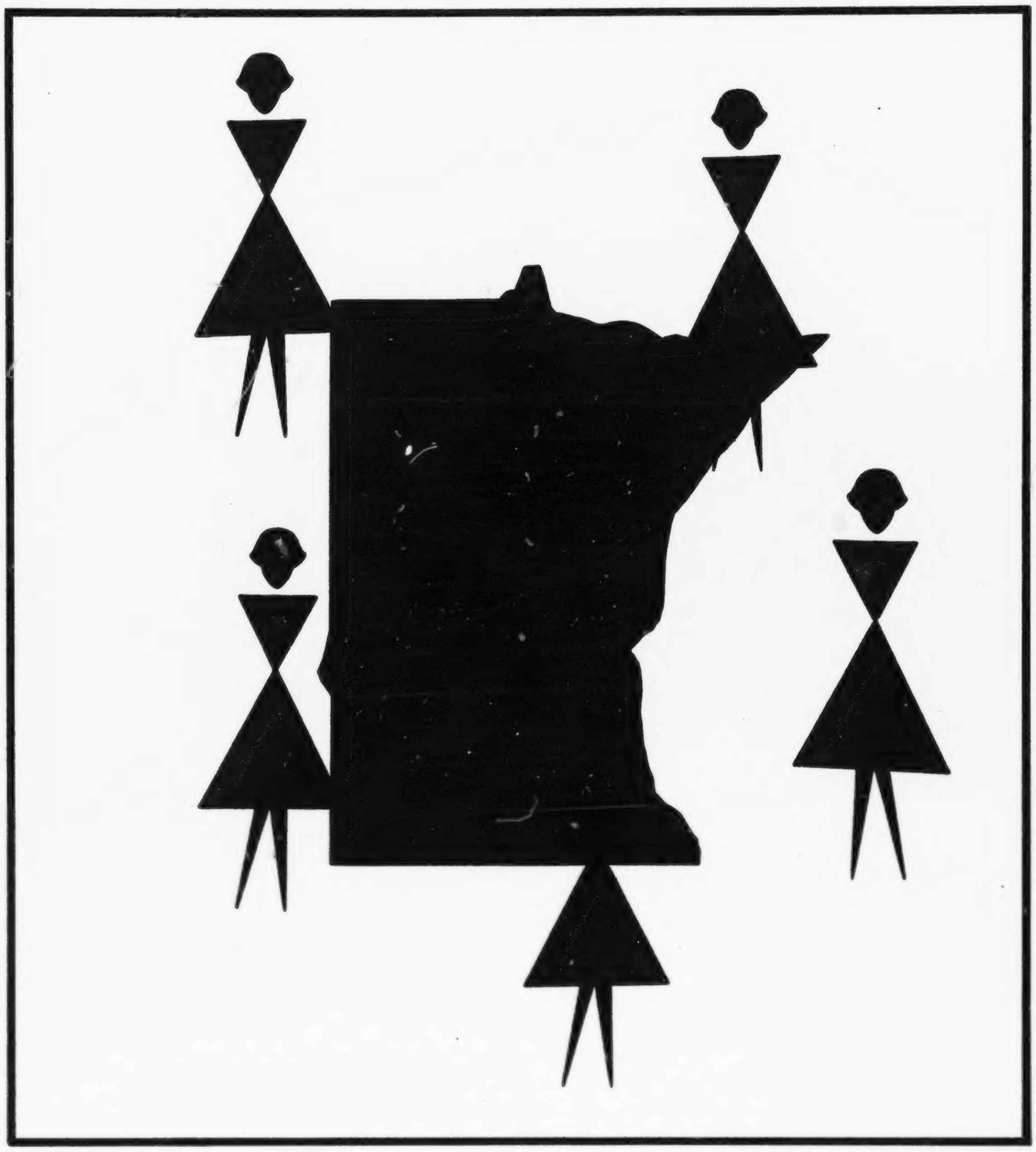
BY- SCHLETZER, VERA M. AND OTHERS
MINNESOTA UNIV., MINNEAPOLIS

PUB DATE JUN 67
EDRS PRICE MF-$0.50 HC-$3.48 87P.

DESCRIPTORS- *HIGHER EDUCATION, *WOMENS EDUCATION, *PARTICIPANT CHARACTERISTICS, *EDUCATIONAL NEEDS, *INTELLECTUAL DEVELOPMENT, COUNSELING, TESTING, EDUCATIONAL OBJECTIVES, SCHOLARSHIPS, SEMINARS, JOB PLACEMENT, PULIC RELATIONS, CHANGING ATTITUDES, CONTINUING EDUCATION CENTERS, PILOT PROJECTS, FEMALES, PROGRAM PLANNING, ADMINISTRATIVE POLICY, PROMOTION (PUBLICIZE), VOCATIONAL COUNSELING, DAY CARE SERVICES, MINNESOTA PLAN, MINNEAPOLIS, CARNEGIE CORPORATION OF NEW YORK

AS A PILOT PROJECT SUPPORTED BY THE CARNEGIE CORPORATION, THE WOMEN'S CONTINUING EDUCATION PROGRAM OF THE UNIVERSITY OF MINNESOTA (MINNESOTA PLAN) HAS BEEN PROVIDING, FOR OVER 5 YEARS, THE FLEXIBLE ARRANGEMENTS NEEDED BY WOMEN WISHING TO CONTINUE THEIR EDUCATION, FOR ACCOMMODATING THE RESOURCES OF THE UNIVERSITY TO THEIR NEEDS AND OBJECTIVES. THE MORE THAN 2,600 WOMEN ENROLLED ARE MOSTLY IN THEIR 30'S AND EARLY 40'S, ARE MARRIED, HAVE CHILDREN, ARE FROM THE MIDDLE CLASS, HAVE METROPOLITAN FAMILIES, HAVE LESS THAN 4 YEARS OF COLLEGE, AND ARE INTERESTED IN TRAINING FOR VOCATIONS. FEATURES OF THE PLAN INCLUDE EXPERIMENTAL LIBERAL ARTS SEMINARS, A PLACEMENT SERVICE, A CHILD CARE CENTER, EXTENSIVE COUNSELING, SMALL SCHOLARSHIPS, AND UNDERGRADUATE AND COMMUNICATIONS PROGRAMS. THE PLAN REVEALS THE NEED FOR REEVALUATION OF TRADITIONAL UNIVERSITY REGULATIONS, COURSE OFFERINGS, AND GUIDANCE PROGRAMS, AND FOR AN INCREASED WILLINGNESS BY AMERICAN SOCIETY TO USE ITS RESOURCES OF ABLE AND EDUCATED WOMEN. THE DOCUMENT INCLUDES 18 TABLES. (AJ)

ED012430



A Five-Year Report 1960-1965 of the

MINNESOTA PLAN

FOR THE CONTINUING EDUCATION OF WOMEN

AC001 310E

CONTINUING EDUCATION FOR WOMEN

A Five-Year Report of the Minnesota Plan

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Vera M. Schletzer

Elizabeth L. Cless

Cornelia W. McCune

Barbara K. Mantini

Dorothy L. Loeffler

Authorized by the Women's Continuing Education Advisory Committee of the University of Minnesota. Chairman: Donald K. Smith, Associate Vice-President for Academic Administration.

The printing of this report is supported by a grant from the Carnegie Corporation of New York. Printed at the University of Minnesota, June 15, 1967, Minneapolis, Minnesota 55455.

INTRODUCTION

This report is a fascinating story of an idea which, thanks to good planning and dedicated work, was turned into action in 1960 and has now had a run of five years (and more) of creative and productive life.

The idea, like many great ideas, was as simple as it was realistic and sound. Most women, because of "discontinuities" in their lives, have need at certain ages of resumed or continuing education, with values accruing to themselves as individual human beings and to the society of which they are a part. Marriage and children, with all their tasks and joys, mean - because of the break of the years - a gap, or an accumulating "rustiness" for women in things academic and professional. If only opportunities and facilities are available, this can be filled or replaced by a new and shining resourcefulness. And this in turn can enrich the "post-children" years. For most women these years are many and rich in their potentiality - and for most women (as for men) living means functioning in "multiple roles." Why not, then, reduce, if possible, the wastage of trainable talent for the enlarged service and personal satisfactions that might blossom in the more mature years?

Such basic ideas stirred the imaginations of two gifted young women of the University of Minnesota in the late 1950's. Elizabeth L. Cless and Virginia L. Senders, the originators of what we now call the "Minnesota Plan," were not content merely to theorize. They went to work, got their ideas down in black and white, and invited criticism (always in abundant supply on a university campus). Their zeal and enthusiasm were infectious.

It must be admitted that their basic ideas were planted in good soil. The University of Minnesota was already far advanced in testing, guidance, adult education, and wide-reaching service to the people - a service not deterred by difficulties or the fear of innovation. Much of the institution's practice was built upon pioneering experience, and this, as Vera M. Schletzer makes clear, provided the very climate needed for what she appropriately terms a "pilot project" in American higher education. Here was a large university, with extensive resources and facilities, flexible in its traditions and work, and with a faculty and an administration willing to meet new challenges (though not necessarily without some preliminary persuasion).

The intention, Dr. Schletzer says, was not to found a new college or to start a new curriculum, but to use resources at hand, to develop a feasible plan of operation within an existing framework. President Wilson describes the Women's Continuing Education Program as a "foyer for re-entry into the University." This it is, but it is more for, while it opens the way to such re-entry, it has also proved an energizing force in developing faculty interest. It matters little what name one chooses in describing it - a program, a college, an agency, a foyer. In a sense it is all these, as much a college as University College, a curriculum because of its specially planned seminars, a hallway of approach, a program or almost infinite series of programs individually designed for the members - the "rusty women," as they came to be called in friendly regard. Certainly its present name is aptly descriptive, for it is precisely "continuing education" for women.

It is this Program, surveyed after five years of functioning, that is the subject of this interesting brochure. Elizabeth Cless, Cornelia W. McCune, Barbara K. Mantini, and Dorothy L. Loeffler served as co-authors with Mrs. Schletzer, who took over the direction of the Program when Virginia Senders left in 1962. Mrs. Schletzer is the editor, or coordinator, of the entire work as well as its major author, and her steady hand gives it an incisive unity.

In 1960 the Program received from the Carnegie Corporation a grant of $110,000 as aid and encouragement for the first three years, and later the Corporation made a supplementary grant of $72,000. This gift helped the founders to get their idea off the ground (and to give it wings), and the University helped the project along through the interest of administrative officers, notably President J. L. Morrill, and a faculty advisory committee. Thus the present report deals with the period from 1960, when the enterprise was launched, to 1965. If the first of these dates necessarily emphasizes the time of the initial grant, the real start was the formulating of basic plans. The funds were crucial to their implementation.

The report in its eight chapters speaks for itself. Both the achievements of the five years of operation and the problems and promise of the Program are thoughtfully interpreted by Dr. Schletzer. Only a few special points need underlining in this introduction. One is the impressive internal evidence in the report that those who have had responsibility for the Program through these years have, from first to last, looked with critical eyes at every aspect of the work, always on the alert for ways of improving its quality and usefulness. A second is that this educational pioneering has had a spreading national influence and has been closely attuned to significant American trends and events. These include the increasing employment of women, President Kennedy's Commission on the Status of Women, and a national conference on the continuing education of women held in Minnesota in 1962 and sponsored by the American Council on Education.

Many specific items will, I think, interest readers. For the more than 2,600 women enrolled in the program, the age range has been wide, with the largest group in their thirties and early forties. The members have been self selected, mostly from middle-class metropolitan families, by and large interested in vocational outcomes but also in deeper and wider understanding in the varied world of learning. Inevitably testing and counseling have been of vital importance to the success of the work, since that work has been centered on the needs, wants, and capabilities of individuals. Notwithstanding the diversity and richness of the curricular offerings in what President Morrill used to call the "ongoing University," the managers of the Plan have created new and special seminars in subjects as far-reaching as reading, science, the arts, and culture and society. In these seminars the staff people have had the aid of various University professors, active or retired. The "placement" of outgoing members - an extremely interesting aspect of the Program - indicates that traditional choices of vocations for women retain much strength, though one finds evidences of a variety that is almost surely leagued with the future of the employment of women in America.

I bespeak for this brochure the attention and interest of a wide audience of both women and men. It is a challenging review of the birth and early application of an idea highly relevant to our changing society. And I must add that the reader will find in it, not only much important information, but also bits of wisdom that linger long in one's mind. An illustration is the idea of introducing "new insights into old concepts" and another is the memorably phrased generalization that the "career-marriage dichotomy" is not "mutually exclusive." This phrase comes close to the heart of the report.

Theodore C. Blegen
Emeritus Dean of the
Graduate School and
Professor of History
University of Minnesota

ACKNOWLEDGEMENTS

The monograph was written so that a rather short moment in the history of higher education might be recorded. If even a few educators are encouraged to lower the barriers to continuing education, if just a few women are encouraged to return to school, the reporting will have been worthwhile.

These pages have been long in the process of writing, not because the tale was difficult to tell, but because the authors had other duties that were less easily laid aside. Although most of the Minnesota Plan staff mentioned in this monograph have moved on to other responsibilities, both within the University of Minnesota and at other institutions, our experiences during these five years will be remembered with warmth and affection.

The women who returned to the University of Minnesota are the real heroines of the tale. We are sorry that each one cannot be mentioned. Even the few whose stories are told have been disguised.

It has also been impossible to credit the many faculty and staff members who cooperated to the fullest to assure the success of the Minnesota Plan and the women who returned to school. A few are mentioned in the text, many more are not. Again, we are truly sorry and we appreciate their help. The climate of opinion at the University of Minnesota has been truly congenial.

This project in continuing education of women and this report have been supported in large part by grants from the Carnegie Corporation of New York. The authors appreciate the assistance and the interest of this foundation.

V.M.S.
E.L.C.
C.W.McC.
B.K.M.
D.L.L.

CONTENTS

Chapters Page

1. The development of a program of continuing education for women. 1

2. Characteristics of members 7

3. The counseling program. 22

4. Curricular offerings. 38

5. Job placement in the Minnesota Plan 48

6. Undergraduate program. 58

7. Supporting services 65

    The scholarship program 65

    The child care service. 68

    Communications 70

8. The educational needs of women and their implications for institutions of higher education 74

Chapter One

THE DEVELOPMENT OF A PROGRAM OF CONTINUING EDUCATION FOR WOMEN

Vera M. Schletzer

Opportunities and facilities for the education of adults at every level and for a variety of purposes have been expanding in recent years, and no one foresees any curtailment in the demand for such resources. The special discontinuities in women's lives have led to a number of special programs designed to help them "continue" their education at the collegiate level. One of the first of these plans was the Women's Continuing Education Program of the University of Minnesota, begun in 1960 under a grant from the Carnegie Corporation. This is a report of the experiences of the first five years of the "Minnesota Plan."

Parallel with the development of this and other continuing education programs during this period of time came many other recognitions of the special problems of American women. In December, 1961, President John F. Kennedy established the President's Commission on the Status of Women. Its report, which was presented to the President on Eleanor Roosevelt's birthday, October 11, 1963, became a best-seller. One large and important section of this monograph was devoted to education and counseling and, while it alluded to the importance of the quality of early education, the greater part of its emphasis was placed upon continuing adult education for women. The recommendation was that:

> Means of acquiring or continuing education must be available to every adult at whatever point he or she broke off traditional formal schooling. The structure of adult education must be drastically revised. It must provide practicable and accessible opportunities, developed with regard for the needs of women, to complete elementary and secondary school and to continue education beyond high school. Vocational training, adapted to the Nation's growing requirements for skilled and highly educated manpower, should be included at all of the educational levels. Where needed and appropriate, financial support should be provided by local, state, and federal governments and by private groups and foundation... Existing studies of education take too little account of sex differences--averages that include performance by men and women often obscure the facts about both.[1]

The work of the President's Commission on the Status of Women inspired the governors of many states to appoint Governor's Commissions on the Status of Women. By 1965, 41 states had these commissions. Many one or two-day conferences devoted to various aspects of women's lives had also taken place. In almost every case, a great deal of attention was paid to the need for continuing education.

---

[1] American Women, Report of the President's Commission on the Status of Women, 1963. U. S. Government Printing Office.

The Minnesota Proposal

Since the idea of continuing education for women has gained such recognition and such momentum in the early 1960's, it is interesting to review the objectives and philosophy of the Minnesota Plan as they were stated in the original proposal to the Carnegie Corporation in 1960.

1. Objective:

It is widely recognized that the United States urgently needs to develop and utilize all possible resources of trainable manpower, and particularly needs to make use of its gifted and high-ability individuals. Manpower wastage occurs when able people do not obtain or use education to the limit of their abilities and when trained people drop out of socially productive activity, whether it be the labor market or volunteer enterprise. This wastage is particularly common among women. The principle objective of the program proposed here is to make possible the full utilization of our resources of able and educated womanpower. A second objective, complementary rather than competitive with the first, is an increase in the personal happiness and satisfaction of many individual women, which will occur as they find ways of making full and productive use of their capacities and their time.

2. Philosophy:

The life pattern of a typical woman differs in predictable ways from that of a typical man. Most women, whatever their training, retire from active professional life when they have children. When the children are grown, their mothers often have great difficulty in returning to the labor market, or further academic achievement, or to critical competent citizenship because intellectual skills and technical training have become rusty or out-of-date. Foreseeing this, many girls fail to begin or complete their higher education even when they have the necessary intellectual and financial ability. The programs of many women in college lack direction because they cannot foresee a long-range vocational or professional objective.

Actually, the average woman in 1958 had her last child when she was 26 years old and could expect to live to the age of 75. Hence, many years are available to her for a career or responsible civic activity, providing that she plans in advance to use them productively. The purposes of the Minnesota Plan are, first, to help young women, especially those of high ability, foresee and plan for the interrupted, multiple-role lives they probably will lead; second, to use all the facilities available in a large state university to enable them to maintain intellectual skills and training throughout the family years, and, third, to make it possible for the older intelligent woman to contribute, in a major way, to the society in which she lives.

Obviously these purposes must be served in different ways for women at different stages of their lives, and even for different women of the same age or educational groups. For example, it is important that high-ability high school girls be recognized and urged to go to college even if they do hope to get married. Students in college need guidance in planning their programs with the long, as well as the short term future in mind. Those students who drop out of college need information about how they can continue and complete their formal educations and some urging and encouragement to do so. Housebound mothers need special educational opportunities, suited to their own daily schedules, to permit them to maintain intellectual skills and fulfill educational requirements. Mature women, preparing to enter or re-enter the labor market (or progress in the civic and political arena), need flexible educational requirements, refresher courses, perhaps broad interdisciplinary surveys, as well as sophisticated counseling.

In broadest terms, the Minnesota Plan is a program to mobilize all the resources of the University in an attempt to meet flexibly and individually the diverse time-tables, interests and questions of individual women.

Within the limitations set by the size and skill of the small Minnesota Plan staff and the already established procedures of the University of Minnesota, the direction of steady growth of the program was largely dictated by the needs of the women who came for help. Since mature, out-of-school women came in great numbers, while in-school coeds showed relatively little interest in individual guidance or special courses, the program became largely known as a plan for mature women or "rusty ladies" as they were affectionately designated.

Minnesota Traditions

The idea of a special program for the continuing education of women was conceived by Dr. Virginia L. Senders, a lecturer in the Psychology Department, and Mrs. Elizabeth L. Cless, Assistant to the Dean of the General Extension Division. Their imaginative approach to the educational problems of women, through individual guidance and special curricular offerings, was the first of its kind, a "pilot project" in American higher education. The energy and imagination of these founders have contributed to the growth and success of the program; however, the best of ideas must have a congenial climate in which to grow. The University of Minnesota provided the proper climate of opinion both for individual guidance and for special curricular offerings. In his inaugural speech in 1920, President Lotus D. Coffman enunciated the educational philosophy that would later provide the proper atmosphere for a pilot project in the continuing education of women.

> The University of tomorrow will have a social vision as well as an effective kind of individualism. It will be dedicated to the making of a better world to live in. It will not neglect its duty as guardian of the treasury of civilization nor as pioneer on the frontier of knowledge, but will acquire

> a new breadth of interest and sympathies, outlooks, intellectual tastes, and appreciations in harmony with the age in which it lives and to which it owes its being.

A Minnesota Outcome

The traditional emphasis of the University of Minnesota on innovation in the education process quickly brought strong administrative and financial support to Elizabeth Cless and Virginia Senders in the implementation of their ideas concerning the continuing education of women. Since the program was to use all possible resources of the University, administrative support had to come from a variety of units. The original proposal to the Carnegie Corporation of New York reflected the interest of Dean Theodore Blegen and Associate Dean John G. Darley of the Graduate School. It was formally presented to President James L. Morrill for submission to the Carnegie Corporation by a committee composed of J. M. Nolte, Dean of the General Extension Division, E. G. Williamson, Dean of Students, E. W. McDiarmid, Dean of the Arts College, and E. W. Ziebarth, Dean of the Summer Session. In July, 1960, the Carnegie Corporation granted $110,000 to the University of Minnesota for the support of the plan over a three year period. Dr. Senders and Mrs. Cless were designated co-directors of the program with Mrs. Senders having the additional title of coordinator. An advisory committee consisting of the co-directors, the deans submitting the proposal, and J. W. Buchta, Dean of the University College, was appointed by the president of the University with E. W. Ziebarth designated as the chairman. This committee not only formulated policy but assisted the co-directors in procedural, tactical, and curricular matters. With the substitution of Vera M. Schletzer for Virginia Senders in 1962, this same committee, with the approval of the Coordinating Council of the University, submitted another proposal to the Carnegie Corporation for additional financial aid during a two-year period, 1963 to 1965, when the program would gradually be phased out of its experimental status and into the regular, continuing structure and budget of the university. An additional grant of $72,000 was received for this phasing-out period, and some changes were made in the persons comprising the advisory committee. Dean Buchta retired, W. L. Thompson replaced J. M. Nolte as Dean of the General Extension Division, and Donald K. Smith, Assistant to the Vice President for Academic Affairs, was named chairman of the Committee.

One of the early policy decisions that had important implications for the way in which this particular program developed was that the members of the staff would be located in regular departments of the University according to their functions. Thus, Mrs. Cless, who was to devise special curricular offerings, remained in the General Extension Division, the branch of the university with the traditional responsibility for adult education. Dr. Senders, who was to coordinate personnel services and develop a program for undergraduates, reported to the Dean of Students. The counselors were to be located in the Student Counseling Bureau. Placement consulting was to become a part of the regular placement facilities. The reasoning behind this policy decision was the desire to see the aims and objectives of the program accepted into the normal, on-going functions of the institution.

The proven acceptance of the Minnesota Plan by the faculty and administrators of the University has justified this decision although it has caused some minor difficulties for the staff. The greatest of these, naturally, is the matter of communication. Phone calls and memoranda take more time and energy than stepping into the next office for a quick word. If members of the staff had needed either much supervision or much support, this physical disbursement might have been disastrous. However, competent staff members with high respect and affection for each other and loyalty to the aims of the program overcame this barrier. Weekly staff meetings and monthly reports augmented the phone calls and memoranda. Another slight disadvantage was that most staff members had conflicting loyalties, to the bureau in which she worked and to the program. In certain circumstances, a pressing, immediate work load in a particular department took temporary precedence over new ideas and long-range planning.

On September sixth to eighth, 1962, the American Council on Education with the assistance of the Carnegie Corporation of New York sponsored a Conference on Continuing Education for Women at Itasca State Park, Minnesota. As the keynote speaker for that conference, Dr. O. Meredith Wilson, President of the University of Minnesota, discussed the rationale of the University's program.[2]

> The Minnesota Plan does not begin with the assumption that you should invent special courses for women, even though some may be specially drawn up in the process. It begins, rather, with the idea that a university such as the University of Minnesota has tremendous resources. Given these resources, what is needed is guidance so that the individual may make optimum progress toward her particular career. The program, therefore, has become largely one of advice and guidance. It attempts to be forehanded for the generation fortunate enough to be entering college now, and also attempts to repair the faults of an earlier generation. For the latter--those who would like either to restore rusty talents to modern use or to complete work previously set aside because they became creative in a different sense--the program provides a foyer for re-entry into the University...
>
> The place, then, for modifying programs for the education of women is neither in the nature of the materials nor of their content; it is in recognizing that there is a tentativeness about women's commitments to intellectual life during the time they are 20 and 25 years old. This tentativeness becomes actual detachment for a period following marriage.

---

[2] "A woman is a woman" by O. M. Wilson, in Education and a Woman's Life ed. R. E. Dennis, 1963, American Council on Education.

> The need is for counseling and guidance in the period prior to this time of tentativeness and detachment that will make more certain a later return to the world of inquiry and academic life.

At that conference and in brochures describing the Minnesota Plan, the objectives were stated as follows: First, to return to the nation's paid and unpaid manpower pool a group of intelligent, educated women whose talents might otherwise be underused during their mature years; and second, to increase the personal happiness of many women by exposing them to new interests, by helping them to new interests, by helping them to find new objectives, and by making the goals of the more distant future an integral part of their present lives. The Minnesota Plan is neither a college nor a curriculum nor a super institution. It is a facilitating and coordinating agency which aims to explore, exploit, and explain the available resources of the University to women and, conversely, to influence the University so its facilities are more readily available for efficient, effective use by women.

The objectives of a program for continuing education necessitate different methods for already mature women from those for young adult women. The mature woman who feels she is not using her abilities to their fullest extent needs immediate and individualized help. She does not have a high school counselor to aid her in choosing the "right" college and "right" curriculum. She is hesitant to approach a staff member to ask which courses are appropriate to bring her "rusty" degree up-to-date. She may not want to resume a previous career and needs help in determining a new direction. Generally, she needs support, information, and assurance that there is a sympathetic and dignified means of approach to the University or the world of work. The personnel of the Minnesota Plan tried to expedite this return in many ways: by counseling, referrals to other persons on and off campus, job placement, liberal arts seminars designed especially for mature women, neighborhood seminars, scholarships, and special programs designed to meet specific needs--whether these needs were for information on schools of tomorrow or lectures on how to study.

The young adult woman has different needs from those of mature women although she may not be aware of them. With information in all fields expanding at such a rapid rate, she needs to plan ahead realistically. Although some undergraduates had individual help from the Minnesota Plan personnel, we felt that much could be done in group situations. Part of our function was to educate and indoctrinate the personnel of the University who already had the major responsibility for these students. Several of our "rusty" ladies reported that the concern they felt 20 years ago for their own futures was met with cavalier treatment on the part of the significant adults in their environment at that time. Our hope is to prevent this today. The educational and vocational accomplishments of mature women stand as constant reminders to both staff and students of the need for far-sighted planning by young women.

Chapter 2

CHARACTERISTICS OF MEMBERS[1]

Vera M. Schletzer

To a great extent, adults who seek continuing education are a self-selected lot. This is especially true of women whereas men may more often be strongly pushed toward continued training by their employers or by the demands of their professions. Industry and the armed forces spend millions of dollars yearly on training programs, and the recipients of this education are usually male. Since industry sees fit to expend only one-tenth of its "education and training" budget on women who make up one-third of the labor force, one can infer that there are few pressures on working women to seek additional training. By the same token, no special degree or training program is a sine qua non or necessary condition for adequate or successful performance as a wife and mother or, for that matter, as a participating citizen in the community. Beyond the age of 18, there are fewer extrinsic pressures on women to continue their educations than on men.

To talk of adult motivation for higher education is rather sterile unless one has an understanding of the general reasons why individuals seek the college experience. The sex factor as it relates to motivation for college has been studied and commented upon in regards to adolescent boys and girls.[2]

> We find that boys and girls in adolescence have different approaches to the future: boys are actively planning and testing for future work identities, apparently sifting alternatives in an effort to find the role that will fit most comfortably their particular skills and interests, temperamental characteristics and needs. Girls, in contrast, are absorbed much more in phantasy, particularly phantasy about boys and popularity, marriage, and love. They maintain a simultaneous focus on reality planning, apparently similar to boys. But this is an insubstantial, contradictory, and stereotyped set of gestures, a temporizing procedure that disguises the girls' major interest in marriage. In itself, the reality planning girls describe has little of the coherence and realism found in boys' thoughts of the future....

---

[1] Appreciation is expressed to Mrs. Nancy S. Wright and Earl Nolting, Jr. for their assistance in the collection and analyses of data reported in this chapter.

[2] Douvan, Elizabeth and Kaye, Carol. "Motivational factors in college entrance" in The American College ed. Nevitt Sanford, 1962, John Wiley & Sons, Inc.

The suggestion that boys conceive college as a vocational preparation more often than girls well withstands the empirical test. Boys often phrase college aspirations as vocational aspirations: they say that they plan to go to engineering school, forestry school, theological seminary, college and medical school or law school. Half of all boys' college plans are couched in specific vocational terms. Except for a few girls who say they plan to attend teachers' college, girls' college plans are not specifically tied to vocational goals. In fact, many of the girls who intend to go to college have vocational aspirations that do not require college, a discrepancy we virtually never find in the occupation-education plans of boys. For many girls, college obviously is an end in itself, only dimly conceived in an instrumental light. The enrichment from college may promise a better life, greater capacity to meet and realize pleasure from the challenges of adulthood, or a chance for social mobility, but specific vocational-instrumental functions of education occur only to a minority of adolescent girls.

The reasons given by adult women for coming or returning to the University of Minnesota indicate that vocational aspirations are much more important to the mature woman than to the adolescent girl. However, the desire for self-growth and intellectual stimulation, not specifically tied to vocation, is still present. And, just as the adolescent girls' major interest may be marriage, the mature woman's educational plans are greatly influenced by her status as wife and mother.

Several other factors besides motivation determine who returns to the college campus. Individual factors such as scholastic ability, financial support, and geographical location are only a few of the relevant conditions that must be considered. These factors and others are suggested by the demographic data to be presented in this chapter. However, it is well to keep in mind also that the decision to attend school is also influenced by the school itself, its resources, its curricula, its flexibility of scheduling, its costs, its attitude toward mature students, and its general philosophy of education. A large state university, located in a metropolitan center, can offer a different program than a small liberal arts college located in a small town. And what is offered has a great deal of influence in determining who will return to school.

Demographic Characteristics

Each woman who wished to receive any of the services offered by the Women's Continuing Education Program filled out a membership application. The following data are taken from the 2,602 blanks submitted during the first five years of the program. With 27 applications undated, the yearly increases in new memberships were 347, 394, 524, 686, and 624. These numbers include women who have received baccalaureate and graduate degrees, some who have successfully completed courses related to a personal or vocational goal, some who are still working on a degree program, some who have decided not to continue with their educational plans, and some who have moved away from the Twin Cities area. In most cases, there was a surprising stability in the characteristics of the members over the five years of the program and the total percentages paint a clear picture of the kinds of women returning to school at the University of Minnesota.

Table 1

Residences of Minnesota Planners
1960 - 1965

Place	N	%
Minneapolis	1,365	52
St. Paul	569	22
Metropolitan Area	366	14
Duluth	127	5
Elsewhere in Minnesota	146	6
Out-of-State	29	1
	2,602	100

Table 1 indicates the importance of geographical location to mature students. Eighty-eight percent of the women joining the Minnesota Plan were from the Twin Cities area and five percent were from Duluth where special seminars have been offered. Many of those from around the state benefited from counseling or scholarship aid even though they attended other Minnesota colleges. The non-Minnesota residents, in most cases, joined in anticipation of a move to Minnesota.

Table 2

Ages of Minnesota Planners
1960 - 1965

Age	N	%
Not specified	5	0
18 - 22	71	3
23 - 27	358	14
28 - 32	498	19
33 - 37	516	20
38 - 42	436	17
43 - 47	313	12
48 - 52	220	8
53 - 57	108	4
58 - 62	54	2
63 - 67	18	1
68+	5	0
	2,602	100

The statistics on ages shown in Table 2 are interesting in that they seem to indicate that women are less sensitive about age than many believe. Only five failed to give their date of birth! However, Table 3, which shows average ages over three different time periods, indicates the most notable change in the characteristic of would-be students, a drop in the average age over the first five years of the program's operations. More young women in their 20's and early 30's were integrating studies with a busy life pattern of homemaking for a young family.

Table 3
Average Ages of Minnesota Planners
1960 - 1965

	60-63	63-64	64-65	Total Membership
Modal Age*	36 and 31	36	28 and 34	35.00
Median Age**	36.96	35.81	34.75	35.55
Mean Age***	38.50	35.94	35.70	37.19

*Modal age refers to the most popular or most frequent age.
**Median age is the middle score or age in the distribution.
***Mean age is the arithmetic average.

Reflecting the fact that over 90 percent of the adult women in the United States are or have been married, the great majority of women joining the program were married. Eighty-five percent of the members were married, seven percent were divorced or separated, and four percent were widows. Only five percent of the total membership were single and significantly fewer single women joined in the last two years of the program as compared with the first three years. Possibly the plan came to be known as a program for married women rather than mature women. Another possible explanation is that speeches given by staff members were more often sought by groups of predominantly married women. At any rate, it is interesting that fewer single women used the services, while the numbers of divorcees and widows remained quite stable.

Table 4
Occupational level of Minnesota Plan Husbands
1960 - 1965

Occupational level	N	%
Professional	1117	43
Semi-professional	70	3
Managerial	420	16
Clerical & Sales	298	11
Other	200	8
Does not apply or no information	497	19
	2,602	100

A survey of husbands' occupations shows that the married women returning to the Minnesota campus were typically middle-class. While there are often economic reasons for a return to school and then to the labor force, the "need" is for something beyond a mere subsistance level. This same phenomenon has been noted by other social scientists interested in American women. Nye and Hoffman observed: "Now married women living with husbands are not usually forced into employment because of a need for their income as the principal support for their families. The large majority live with husbands who are employed, and this factor allows them to enter employment selectively. Thus working mothers living with their husbands may fall into two possibly overlapping categories -- (a) those to whom employment gives an opportunity to use their individual talents and vocational training, and (b) those women who are least likely to experience major conflicts in their responsibilities toward their children or to receive negative reactions from their husbands... In the current situation, mothers are choosing employment; they are not being forced into in any absolute sense."[3]

Continuing the presentation of data taken from the application blanks, the tables giving information on the numbers and ages of the children of women in the continuing education program document the trend for mothers of young children to return to school. The average member who was or had been married was the mother of two or three children, 2.6 to be exact. Over half of the mothers still had pre-school children at home at the time of their registration in the program. While some persons may deplore this tendency for young mothers to leave children, one must remember that, in most cases, a return to school is done on a very gradual basis and means only a matter of several hours per week outside the home. As long as adequate care is provided, most child psychologists do not feel that short separations of mother and child are harmful to the development of the youngster.

Table 5

Number of Children of Minnesota Planners
1960 - 1965

Number of Children		N	%
No information		19	1
0		150	6
1		331	13
2		737	30
3	(*Minnesota Planners	648	26
4	who are or have	365	15
5	been married.)	141	6
6		56	2
7		23	1
8		10	-
9+		3	-
		2,483*	100

---

[3] Nye, F. I. and Hoffman, Lois. The Employed Mother in America. Chicago: Rand McNally & Co., 1963.

Table 6

Age Ranges of Children of Minnesota Plan Mothers
1960 - 1965

Age Ranges of Children	N	%
Pre-school only	463	20
Pre-school through grade school	543	23
Pre-school through high school	131	6
Pre-school through adult	35	1
Grade school only (6 - 12)	285	12
Grade school through high school	257	11
Grade school through adult	143	6
High school only (13 - 17)	82	4
High school through adult	153	7
Adults only (18 and over)	200	9
No information	22	1
	2,314*	100

*Minnesota Planners who have children

Table 7, showing the amount of previous education of women interested in continuing education, provides an interesting description of women who return to college as well as a meaningful lesson for parents and educators. The great majority of members, 82 percent, had been to college at an earlier age. Thirty-nine percent, or almost half of these, had only one, two, or three years of college and were returning to finish off a degree program. Those who held degrees were returning for graduate work, for another baccalaureate degree (usually in education), or simply for some additional courses for self-enrichment or to bring some competency up-to-date. But, it would seem that the desire for higher education at age 35 came more naturally to those who

Table 7

Educational level of Minnesota Planners
1960 - 1965

Education completed at time of application	N	%
Ambiguous (usually foreign) and no information	11	-
Less than high school	19	1
High school graduation	287	11
Technical or business training after high school	153	6
Some college, less than 4 years	1,022	39
College graduate	791	31
College graduation plus additional courses not directed toward a degree	59	2
Some graduate or professional work	159	6
Graduate or professional degree	101	4
	2,602	100

had some college experiences at an earlier age. Parents, educators, and counselors must accept some responsibility for seeing that bright young women embark on a college program even when their expectations of finishing a degree program are low. This, of course, is not to say that the doors should be closed to those who did not enter college at the traditional age. It is only to emphasize that any amount of higher education is a good thing.

Whereas 34 percent of adult women in the United States were employed during the years 1960 to 1965, only 27 percent of those joining the Women's Continuing Education Program were employed either full or part-time. To some extent, this reflected the marital status and ages of the applicants as well as their socio-economic status. However, only 31 percent of the total group of 2, 602 had no plans to work in the future. So, it would seem that the great majority viewed their continuing education as a stepping stone to employment. Many, however, hoped to find part-time jobs and many did not expect to return to the labor force until several years had passed. About half of those already working were in professional, semi-professional, or managerial positions and about half were in clerical, sales, or other jobs.

Each applicant was asked to check categories of programs or goals in which she was interested. Table 8 shows the results. In reading the table, one must bear in mind that several categories were usually checked. Indications are, however, that 64% hoped to embark on degree programs. In general, then, these were serious students. It is interesting that many women expressed a desire for training in a new area of specialization. Only 14 percent expressed a desire for re-training in an earlier competence. This changing of interest is another variable that must enter into the counseling of young women.

Table 8
Educational Aims of Minnesota Planners
1960 - 1965

Expressed interests	N	%
Nothing checked	58	2
Self-enrichment	1157	45
Increased civic competence	387	15
Increased professional competence	567	22
Retraining in field of earlier specialization	372	14
Training in new field of specialization	1026	40
Undergraduate degree within 5 years	1015	39
Graduate degree	656	25
Other (vocationally oriented)	97	4
Other (non-vocationally oriented)	58	2

The fields of study contemplated by mature women may be of interest to those planning continuing education programs in other institutions. In 1962, Dr. Kathleen M. Darley, then a Research Associate with the program, did an analysis of the 920 applications which had been received by October 15, 1962. The results of this analysis are reported in Table 9 and we have no reason to believe that later applications differed appreciably. However, in reading this table, one should keep in mind that these figures do not include the total membership but only those who joined in the very early years. While 920 blanks were analyzed, 56 women did not state an educational objective and an additional 147 gave multiple or unclassifiable answers.

Table 9

Academic Interests of Minnesota Planners *
1960 - 1962

Field	N	%
Architecture	2	-
Business--related fields	19	3
Education--nursery to college	197	27
English	66	9
Home Economics	20	3
Humanities	66	9
Journalism	15	2
Languages	29	4
Law	3	-
Library Science	23	3
Mathematics	14	2
Medical Fields	53	7
Natural Sciences	20	3
Pharmacy	1	-
Social Sciences	183	26
Theatre	6	1
	717*	100

(*Early Minnesota Planners who stated their educational aims in a classifiable manner.)

The single largest group (197) chose teaching in some form. Sixty of this group were non-specific in their aims; 19 wanted to obtain teaching certificates; 39 wanted elementary education; 14 each chose the Nursery, Kindergarten and Primary sequence and Secondary Education. Eleven wanted college teaching. The other 40 chose specific areas within the field of education such as speech therapy, remedial reading, etc. The popularity of teaching may reflect, somewhat, its convenient hours and vacations for the mothers of school-age children.

Social sciences in some form attracted 183 women with 78 considering some area of psychology and 43 interested in social work. It is possible that some women at the time of application did not fully understand the professional nature of these disciplines and the long-term study involved. Twenty women specified history as a major interest, and the others were scattered through sociology, international relations, etc.

English and the humanities appealed to equal numbers, 66 each, some with the idea of teaching these subjects. Nineteen specified creative writing and 33 mentioned art. In this last category, it was sometimes unclear whether they meant art history or studio courses.

Fifty-three women stated an interest in areas related to medicine. The largest number of these (22) specified nursing, in which many hoped to expand a Registered Nurse diploma to a Bachelor of Science degree. Six were interested in medical technology; eight in public health fields; and five in occupational therapy. Seven women either chose pre-medicine or else mentioned occupations that required a medical degree.

Since the above data were taken from application blanks, it is impossible to know just how realistic or idealistic the choices were in an individual case. Some aspirations were modified to meet realities as the women learned more about requirements and themselves. However, these figures do indicate a wide variety of interests and, to a certain extent, the practical nature of the educational aims.

In summary, then, the typical mature woman, joining the Women's Continuing Education Program and thereby noting an interest in returning to school, was a 36-year-old housewife from the Minneapolis-St. Paul area. She had three young children and her husband was a professional man. Typically, she had graduated from college fifteen years ago and, while she was not presently working, she looked forward to a teaching career in the future. Her reasons for returning to school, however, included self-enrichment along with vocational aims.

Test Characteristics of Minnesota Planners

Over the years of dealing with mature women returning to school, it became apparent that there was a real need to know more about their scholastic abilities, their vocational interests, their values, and their personalities. While the staff had many "feelings" or impressions derived from personal contacts, objective test data seemed desirable. A testing program for research purposes was undertaken.

Facing the usual problems of research in a service-oriented organization and the unknown attitudes of this population of adults toward tests, the staff decided in the spring of 1963 to start the testing program in the liberal arts seminar groups. It was felt that these women might be amenable to the process because of what the staff perceived as their high identification with the program, the University, and the educational process. It was possible for the coordinator to approach them as a group to ask for their cooperation and to answer any doubts or criticisms they may have had. Each of the three seminar groups, having denoted its willingness to participate, was tested on the afternoon of the day its seminar was held. Since these class meetings typically lasted from 9:30 a.m. to 12:30 p.m., the several hour testing program after a luncheon break amounted to a rather strenuous day for the participants.

In December, 1963, the second phase of the testing program was begun. Addressograph cards for the 1,074 women who had joined the Plan prior to March, 1963, were sorted into three groups: (1) those who had undertaken some educational endeavor since joining, (2) those who were seminar participants, (3) those who had taken no courses since joining. Women attending seminars in the spring of 1963 had already been tested. A random sample was then drawn from the other two groups so that the proportion of group 1 to group 3 would be 2 to 1 and the sample would total about 180 women. Of the 186 names drawn, six had moved from the area and three had already been tested in the seminar group. The sample was thus reduced to 177 possibles. One hundred sixty-four women (93%) were tested in group or individual administration in April and May of 1964. The remainder were either too busy or unwilling to cooperate. Only four women refused because they were disturbed by the idea of being tested.

The final sample, therefore, was composed of 224 adult Minnesota Planners, 67 enrolled in day school at the University, 53 in the General Extension Division or some other institution, 63 in special liberal arts seminars, and 41 who had not attended school since joining the program. The women in the research sample differed from the total membership only on the age variable. Since the older seminar group was over-represented in the sample, average (mean) age was 39. As a first step in analyzing and understanding the test characteristics, the data have been compared with similar test scores of college females from the typical age group. Fifty sophomore women registered in beginning psychology courses in the University of Minnesota Summer Session (1964) were given the same battery of tests.

The instruments used were the first two section (same-opposites and analogies) of the Ohio Psychological Examination, Form 26, the Allport-Vernon-Lindzey Study of Values, the Edwards Personal Preference Schedule, and the Strong Vocational Interest Blank for Women.

Table 10 shows the scores obtained by these mature women on the Ohio Psychological Examination, Form 26. Ohio Psychological exams are untimed, power tests of verbal and scholastic ability. That is, a person works at her own speed and for as long as necessary on the test. The table shows the average (mean) number of items successfully completed by each of the groups as well as how this figure compares with the norms of Arts College entering freshmen. The average Minnesota Planner who enrolls in day classes, then, ranks at the 84th percentile as compared with entering freshmen.

Table 10

Scores on Ohio Psychological Examination, Form 26

		Part 1*		C. L. A. Freshman	Part 2**		C. L. A. Freshman
Groups	N	Mean	S. D.	Norms	Mean	S. D.	Norms
1. Day	67	24.09	5.40	84%	46.15	10.74	81%
2. Extension	53	23.66	4.41	81	43.23	10.70	74
3. Seminar	63	26.30	2.01	94	48.94	8.29	87
4. Non-Students	41	22.56	5.93	75	42.51	12.86	72
5. Sophomores	50	20.08	4.97	56	40.74	10.22	64

* Part 1 consists of 30 same-opposite items.

** Part 2 consists of 60 Analogies.

It will be noted that on each of the two sub-tests, the Seminar group received the highest scores, with Day Students, Extension Students, and Non-students following in that order. All the adult Minnesota Planners, students and non-students alike, received higher average scores than a group of 50 young sophomore women.

Since these adult women were self-selected in terms of their desire for education, it is interesting to compare them with other adults as well as with young women currently in school. While similar test scores are not ordinarily available, one group of adults was recently tested by David P. Campbell.[4] His group was selected 25 years ago as students in the University of Minnesota and retested recently at an average age of 45. Their retest scores on the Minnesota Scholastic Aptitude Test, a derivative of the Ohio Psychological Test series, placed them at the 76th percentile as compared with entering College of Liberal Arts freshmen.[5] Since his group had both a higher average age and a more restricted age range, results were not directly comparable. On the average, however, the self-selected mature students tended to rank higher on tests of scholastic ability than either adults who had not returned to school or age-typical college sophomores.

Vocational interests were measured by the Strong Vocational Interest Blank for Women, an inventory which covers a wide variety of interests and likes-dislikes scored for similarity to interest patterns of persons engaged in various occupations. It is important to note that this inventory does not purport to indicate whether one will be successful in a particular profession or even tremendously satisfied. The Strong blanks are based on the assumption that 'birds of a feather flock together'. The test simply indicates whether a person has likes and dislikes, interests, similar to those of people already in a profession. Scores on the S.V.I.B. reveal an interesting pattern for our members as well as some meaningful differences between the adults and the younger women. Table 11 shows the significant mean differences, with the larger mean score being starred to show level of significance. Readers who are not familiar with this test may prefer to study the letter grades only and to concentrate on the text.

In general, women in the Minnesota Plan indicated much interest in activities of a cultural or socially significant nature. They received significantly higher scores than the sophomores did on the Artist, Author, Librarian, English Teacher, Social Worker, Psychologist, Lawyer, Social Science Teacher, Y.W.C.A. secretary, Life Insurance Saleswoman, Dentist, Physician and Engineer scales. Sophomore women were significantly higher on Buyer, Housewife, Elementary Teacher, Office Worker, Stenographer, Business Education and Physical Therapist. As an interesting sidelight, for each of the four scales in the so-called "Premarital" pattern (Housewife, Elementary teacher, Office worker, Stenographer-Secretary), Sophomores had the highest score, followed by Non-students, Extension Students, Day Students, and Seminar group, in that order. In a study of high school senior women, a similar finding of higher scores on the Office Worker, Stenographer, and Housewife scales was reported.[6]

---

[4] Campbell, D. P. "A cross-sectional and longitudinal study of scholastic abilities over twenty-five years." J. Counseling Psychology, Vol. 12, 1965.

[5] Minnesota Department of Education. Minnesota Test-Norms and Expectancy Tables. St. Paul, Minnesota, 1961.

Each of the separate groups of mature women had a somewhat distinctive average profile. The Day School group scored B+ in Social Worker, and B on the English Teacher, Psychologist, Lawyer, and Stenographer scales. Extension Students had B's on English Teacher, Social Worker, Social Studies Teacher, and Stenographer. The Seminar group had more high average scores than any other, having B+ in English Teacher and Librarian, and B's in Social Worker, Author, Social Studies Teacher, Artist, Psychologist, and Lawyer. The group of Non-students earned a B+ in Social Worker and B's in English Teacher and Stenographer.

In a previous follow-up study of college graduates by Warren, scores on the F-M (femininity-masculinity) scale of the S.V.I.B. differentiated between housewives only (43.81), employed housewives (49.65), and housewives with volunteer activities (50.05).[7] Warren's unexpected finding was the "housewives only" had the lowest (more masculine) scores on this scale and that those with volunteer activities had the more feminine scores. In the present study, this particular scale did not differentiate the groups, with all of them scoring nearer the feminine end of the scale than did Warren's sample.

The results of personality testing as reflected in the scores on the Edwards Personal Preference Schedule are interesting. This instrument is a rationally derived inventory designed to measure a number of relatively independent normal personality variables. Two sets of norms are published for this inventory.[8] The female college norm group is composed of 749 women enrolled in day or evening classes at various colleges and universities with only 11 percent of the sample being over the age of 24. The adult females were a nation-wide sample of household heads who were members of a consumers purchase panel used for market surveys. (Eighty-eight percent of the homes also had male household heads.) The scores obtained by the adult Minnesota Planners resulted in quite different profiles according to whether the College Norms or the Adult Norms were used. In general, it can be said that the adults interested in continuing education reacted to the items in this inventory more like younger college women (i.e., closer to college women's mean) than like a general adult sample. Minnesota

---

[6] Snyder, Dorothy F. A Study of Relationships Between Certain Socio-Economic Factors and the Strong Vocational Interest Blank for Women. Ph.D. Thesis, University of Minnesota, 1953.

[7] Warren, Phyllis Ann. "Vocational interests and the occupational adjustment of college women." J. Counseling Psychology, Vol. 6, 1959

[8] Edwards, A. L. Edwards Personal Preference Schedule. New York: Psychological Corp., Rev. 1959

Table 11

Scores on the Strong Vocational Interest Blank for Women

	Adult Women N=224			Sophomore Women N=50		
Scale	Mean	S.D.	Letter Grade	Mean	S.D.	Letter Grade
Artist	32.30**	10.10	B-	26.60	12.61	C+
Author	33.85***	10.86	B-	24.80	11.86	C
Librarian	33.82***	13.13	B-	18.20	12.21	C
English Teacher	39.16***	16.63	B	22.94	16.60	C
Social Worker	39.74**	11.26	B	35.50	10.26	B
Psychologist	33.61***	12.24	B-	24.18	11.71	C
Lawyer	34.74***	10.87	B-	27.06	10.92	C+
Social Sc. Teacher	35.02***	11.41	B	26.58	10.18	C+
YWCA Secretary	21.80**	10.88	C	17.72	9.44	C
Life Ins. Sales	22.76**	11.54	C	17.44	10.46	C
Buyer	19.66	11.34	C	24.64**	10.85	C
Housewife	31.02	8.03	B-	35.82***	8.82	B
Elementary Teacher	29.47	9.47	C+	33.78**	8.60	B-
Office Worker	31.28	7.63	B-	35.98***	8.23	B
Steno-secy.	34.39	6.99	B-	38.74***	7.33	B
Bus. Ed. Teacher	23.58	10.42	C	29.72***	12.15	C+
Home Ec. Teacher	19.20	12.78	C	26.82***	13.40	C+
Dietician	20.49	10.78	C	25.98**	11.79	C+
Phys. Ed. Teacher	28.59	11.05	C+	26.48	11.67	C+
Occup. Therapist	27.42	10.67	C+	31.24*	12.27	B-
Nurse	21.70	11.65	C	25.78*	12.79	C+
Math-Science	24.23	14.81	C	22.18	12.75	C
Dentist	24.67**	11.11	C	19.90	11.43	C
Lab Technician	22.66	12.74	C	21.94	12.52	C
Physician	28.93***	11.70	C+	20.90	11.69	C
Music Teacher	28.00	12.63	C+	28.16	12.36	C+
Music Performer	33.43	11.76	B-	33.14	10.36	B-
Physical Therapist	30.04	11.25	B-	34.78*	12.27	B-
Engineer	27.17*	11.77	C+	23.68	9.67	C
Fem-Masc.	52.15	10.30	-	52.38	9.72	-

* .05 level of confidence

** .01 level of confidence

*** .001 level of confidence

Two-tailed test of mean differences.

Planners, however, did have scores significantly higher than the Sophomore women on the Achievement, Deference, Order, and Endurance Scales. The Sophomores scored significantly higher on Exhibition, Succorance, Abasement, and Nurturance.

Table 12

Scores on the Edwards Personal Preference Schedule

	Adult Women N=224				Sophomore Women N=50		
Scale	Mean Score	S.D.	Adult Norms	College Norms	Mean Score	S.D.	College Norms
Achievement	16.43**	4.25	79%	57%	13.98	4.23	52%
Deference	12.93**	3.90	36	52	10.38	3.33	44
Order	11.08*	4.62	19	52	9.18	4.71	47
Exhibition	13.11	3.96	70	46	14.92*	3.65	52
Autonomy	12.82	3.91	62	52	13.36	5.30	52
Affiliation	16.08	4.05	35	47	16.00	4.02	47
Intraception	18.23	4.47	78	51	17.00	4.07	49
Succorance	10.84	4.69	36	47	12.72*	3.75	51
Dominance	13.86	4.99	79	50	13.90	4.47	50
Abasement	12.65	4.88	21	46	14.78*	5.22	50
Nurturance	14.13	4.38	18	45	16.52*	5.18	51
Change	18.46	4.73	72	52	18.64	5.28	54
Endurance	14.75*	5.04	37	55	12.20	5.19	49
Heterosexuality	13.81	5.77	80	49	14.80	5.89	51
Aggression	10.74	4.35	61	51	11.94	4.66	53
Consistency	11.84	1.86	62	51	11.78	1.91	51

* .01 level of confidence
** .001 level of confidence Two-tailed test of mean differences.

Values in this study were measured by the Allport-Vernon-Lindzey Study of Values which aims to measure the relative strength of six basic interests or motives in personality. The classifications are based on Edward Spranger's Types of Men, a work which advances and defends the thesis that the personalities of men are best known through a study of their values. The test is constructed so that the mean of each scale is 40. The typical female pattern has above-mean scores on the Aesthetic, Social, and Religious scales, while men typically record their higher scores on the Theoretical, Economic, and Political scales. Only two scales differentiated between the groups, with the mature women having a significantly higher Theoretical score and the younger women having a significantly higher Economic score.

The results of this investigation indicate, then, that mature women interested in continuing education at the University of Minnesota were intellectually capable of doing college-level work. While a study of grades in relation to the tests of scholastic aptitude has not been made, it is known that each of the Day students in the research sample had completed a mean of 34 quarter credit hours with a 2.91 grade point average (A=4) at the time of testing. Those women in the Extension group had completed an average of 13 quarter credits each with a 3.08 G.P.A. In general, these mature students were competing very successfully with younger students.

Table 13

Scores on the Allport-Vernon-Lindzey Study of Values

	Adult Women			Sophomore Women		
Scale	Corrected Mean Score	S.D.	C.L.A. Female Norms	Corrected Mean Score	S.D.	C.L.A. Female Norms
Theoretical	43.53***	7.74	79%	39.24	6.41	56%
Economic	33.38	8.44	38	36.31***	7.40	54
Aesthetic	45.50	9.36	81	43.26	9.59	70
Social	37.50	7.31	50	38.84	7.66	51
Political	38.82	5.98	45	39.28	5.77	49
Religious	41.16	9.81	25	42.97	10.36	33

*** .001 level of confidence--Two-Tailed test of mean differences.

While mature female students differed somewhat from a group of Sophomore women on personality variables as measured by the Edwards Personal Preference Schedule, they differed even more radically from a general adult population. As compared with other adult females, they scored higher on the Heterosexuality, Achievement, Dominance, and Intraception variables, and lower on Nurturance, Order, and Abasement. Their vocational interests tended to reflect a preference for artistic, verbal-linguistic, and social science occupations. In spite of the fact that the great majority of the mature females were housewives in addition to being students, they scored significantly lower on the Housewife scale of the S.V.I.B. Women than did a group of age-typical Sophomore women. Their profiles on the Study of Values deviated from the "typical" feminine pattern by being exceptionally high on the Aesthetic and Theoretical scales, and extremely low on the Economic variable. The interest and values tests, then, indicated a high value or interest in intellectual and cultural activities, while the personality inventory reflected a strong need for achievement. While these data may only be descriptive of women involved in this one particular program of continuing education, it is hoped they will be helpful to other educators interested in mature students.

Chapter 3

THE COUNSELING PROGRAM

Vera M. Schletzer
Cornelia W. McCune
Dorothy R. Loeffler

The Development of the Counseling Program

The purposes conceived for the Minnesota Plan led quite naturally to the early establishment of a counseling program. As described earlier, the goals of the Minnesota Plan were to assist individual women in seeking the realization of their intellectual and/or professional goals and to make the best possible use of educated women by helping them return to the nation's paid and unpaid manpower pool. The emphasis has always been on the individual's goals, whether this meant self-enrichment, preparation for a career, or increased competency in community affairs. With the realization that today's women assume many roles, both simultaneously and in various sequences, the focus has been on helping the individual woman reach the goal that is compatible with her abilities, her interests, her responsibilities, and her value system.

The diversity of the educational problems brought to the co-directors by women in the community after the first public announcement of the Women's Continuing Education Program indicated a strong need for guidance. Some attempts at coffee parties or group meetings were made in the fall of 1960. While these served to let the staff know the kinds of problems existing, the amount of help given to the individual was limited. The problems of scheduling for groups of women, each of whom had a unique background, an individual set of problems, an individual timetable, and an individual set of commitments, proved extremely complex. The strong Minnesota tradition of emphasis on individual counseling was probably an important factor as well. At any rate, the decision was quickly made to concentrate on individual counseling so that each potential student could be given help when she needed it.

The appointment of Dr. Cornelia W. McCune as the first Minnesota Plan counselor may well be the chief reason why counseling has come to be known as the "cornerstone of the Minnesota Plan." Having received her Ph.D. in psychology at the University of Minnesota in 1933, Dr. McCune had many years of experience counseling in the General College of the University of Minnesota and working on various research and special projects. The respect of the academic community was hers and this respect did much to bring acceptance for the program on campus. Through the years from 1960 to 1965 the counseling duties were shared by Anita Smith, Vera M. Schletzer, Laurine E. Fitzgerald, and Dorothy R. Loeffler. With the exception of Dr. Fitzgerald, who received her graduate training in psychology at Michigan State, these women had their graduate training at the University of Minnesota. None of the counselors had specific courses in counseling with adult women because none were available. However, solid psychological training with a strong emphasis on individual differences was augmented by appropriate individual study.

The decision to locate the staff members of the Continuing Education Program according to their functions led to the Counselors being attached to the Student Counseling Bureau. Creating a new position in an established bureau has both advantages and disadvantages. Beyond the matter of communication mentioned earlier, the chief limitation was that certain procedures were automatically adopted without adequate research on their effectiveness. For instance, the fifty-minute hour was adopted as the "proper" length of time for an interview. Experience showed this to be a minimal time requirement since adults are apt to find it more difficult than youngsters to arrange for a series of interviews. One interview plus phone calls proved to be the modal use of the counseling service. In many cases, it might have been better to have longer time segments available for the first interviews.

The advantages of this disbursement of staff were many. The program and its staff had more visability to other staff and students. The counselors were able to carry a varied case-load of both mature and young students. High school scholastic ranks and test records were available in the files for women who had attended high school in Minnesota. Testing facilities were available as well as a library of occupational information. There were professional contacts for the staff with other counselors. An in-service training program was built into the Student Counseling Bureau's routine. Counseling of adult women was accepted as an integral part of the total counseling operation of the University in the same manner as any other kind of specialized counseling.

The advantages and disadvantages listed above are those as seen from the viewpoint of the professional educator or counselor. How does such a system affect the student? While some mature women may have felt a little uneasy sitting in a waiting room with younger students, in general, most seemed to feel a lessening of their own apprehensions. Seeing younger students in need of individual guidance helped many a woman to accept her own counseling needs more readily. It made her aware that while her own problems were unique, she was not alone in having problems or in seeking solutions to them.

More Minnesota Plan members used the counseling service than any other offering of the program. This popularity reflected, to some extent, the emphasis put on this service. The Minnesota Plan was described in the brochure sent to prospective members as an "advisory and coordinating service" and new members were urged to consider counseling as the first step in their return to campus.

With this orientation, appointments were made ahead of time for counseling and it is doubtful if one hour went by unscheduled over the entire time that counseling was offered. The lag in getting an appointment has ranged from a week or two up to five or six weeks, so the pressure for appointments varies. Sometimes the lag has been caused by vacations or other commitments causing fewer counseling hours to be available. At other times, the pressure came from the number of women seeking help. If a woman needed immediate help and could not get an appointment with a counselor, she was usually seen by the coordinator or referred directly to another University staff member who could advise her. The number of women counseled in a particular year ranged from 46 to 76 percent of the number of new members in that same year. Naturally, then, there was never a time when all of the membership was counseled.

Experiences during 1964-65 are illustrative of the demand for counseling. Although each of the two counselors then, Dorothy Loeffler and Cornelia McCune, saw other kinds of students too, they had 649 appointments with Minnesota Plan women. Four hundred eighty-nine of these were first appointments and 160 were return appointments, so the modal number of personal interviews was only one. However, the counselors also had close to 500 telephone contacts with members and made 200 referrals to about 40 different offices, departments, or individuals on campus. Most referrals were made to the Evening Class Department of the General Extension Division, the Office of Admissions and Records, and the College of Education.

The Use of Tests in the Counseling Process

The Minnesota Plan did not require tests either before entry into the program or during the counseling process. As described earlier, any woman who could fill out the application blank and who lived where she could use the resources of the University of Minnesota was considered a member of the program and was entitled to use the counseling services. Whether or not testing became part of the counseling process was a function of the counselor, the counselee, and the questions to be answered. In no cases were tests required of counselees. The counselors might offer or suggest tests when they seemed like an appropriate way to answer particular questions. Their possibilities and their limitations were candidly discussed with the client.

Naturally, counselors varied in their preferences for giving test batteries. Some felt that the counselor gained from the process by getting more information about the client. A counselor might also feel that the client, especially one who was vague in her motivation or varied in her interests, might learn from the test-taking process as well as from the results. Taking psychological tests often seemed to speed up the process of recognizing the direction of one's interests or the extent of one's motivations.

The attitudes of the clients toward tests varied widely. Some women feared them, expecting that the tests would reveal thoughts or attitudes which they preferred to keep private. Some were willing or even anxious to take interest or personality tests but did not want to take a scholastic ability examination. Others actively sought a battery of tests, some because they were simply curious about psychological tests and others because the tests might answer their questions. If the counselor felt the client wanted to be told rather than simply getting help in making her own decisions, the testing was discouraged. At any rate, tests were described as simply one source of information which might or might not be helpful.

The counselors of the Minnesota Plan benefited from the long history of test and record keeping in Minnesota. If the client had attended high school in Minnesota, as many had, she more than likely had taken a college ability test and an English Cooperative Test in the eleventh grade. These results, both raw scores and percentiles based on college bound students, were available in the files of the Student Counseling Bureau, along with the woman's high school rank. In this way, the counselors had a realistic picture of her academic potential when she was in high school. If a woman had applied to or attended the University at an earlier time, more test results were usually available. These test records have been tremendously important and have been a major reason why relatively few tests were given during counseling. Dr. McCune, for instance, assigned tests to about seven percent of her counselees and Dr. Loeffler tested about six percent of her clients.

It may be of interest to mention some of the specific tests that are used most frequently. The Student Counseling Bureau had dozens of different kinds of tests available to be given. The counselor usually discusses with the client the kinds of tests she wants to take and then the counselor chooses the specific test or tests in that broad category.

The four tests used in the research project described in Chapter 2 were among the most frequently used for counseling purposes. Indeed, they were chosen to provide information about women returning to school so that the counseling could be more effective. It will come as no surprise to those who know Minnesota traditions that the Strong Vocational Interest Blanks were the most popular vocational interest tests. In the majority of cases, the female blank was the only form used. Since the woman coming back to school usually did not have interests of the typical housewife as reflected on the female form of the S. V. I. B., this blank usually provided a helpful pattern. Some counselors prefer to use the male form for women oriented toward occupations covered only on this form, and it does provide information on more occupations. However, most women, whether career-oriented or not, usually come up with a "feminine" profile that reflects interest in people and verbal pursuits so that none of the Minnesota Plan counselors felt that the male blank alone was appropriate for use with women.

Among personality tests, the Allport-Vernon-Lindzey Study of Values was more frequently given than any other test. It has been especially helpful considering the relatively small amount of time it takes to administer. The Minnesota Multiphasic Personality Inventory, the MMPI, was frequently used for counseling purposes, again because the counselors were trained in its use and because of the good reservoir of research information which exists for this test. The best test in the world is useful only as we have research data about it and as we have skill in using it. Another frequently used personality test was the Edwards Personal Preference Scale. While this test is more easily transparent than the MMPI, it does provide an excellent vehicle to discuss the woman's motivation and personal characteristics. While the Minnesota Plan counselors differed in their preference for the MMPI or the EPPS, all agreed on their almost universal use of the Allport-Vernon-Lindzey Study of Values.

The most frequently used scholastic ability test was some form of the Ohio Psychological Exam. There were several reasons for this. First of all, local norms existed so that the counselor could help the client see where she stood in relation to other students with whom she would be competing. Secondly, it was an untimed power test. The adult did not have to work under an unfamiliar and inhibiting time limit and she could continue at the test until she had reached the limits of her knowledge and ability. Thirdly, the emphasis was on verbal skills, vocabulary, analogies, and reading comprehension, and most women did well on at least one section of it. Many counselors rely heavily on the reading comprehension section since it shows the ability of the woman to absorb and use scholastic kinds of information. For the woman who appeared not to be academically inclined, some portions of the General Aptitude Test Battery were used. The Wechsler Adult Intelligence Scale (WAIS) was also used in special instances.

In general, a Minnesota Plan test battery usually included ability, personality, and vocational interest inventories although variations occurred according to the needs of the client. Sometimes other tests were given if warranted, i.e., a mathematics achievement test, but no single test other than those mentioned was used frequently.

The Counseling Process

The Minnesota Plan brochure which was distributed to potential students read, "Counselors, familiar with the problems of the women returning to school full or part-time, can explain opportunities and requirements, clarify goals, and suggest curricula." With this kind of orientation, it is interesting to see the specific questions, needs, and problems presented to the counselor by Minnesota Planners in their first counseling sessions. No one person asked all of the following questions, and each counselee verbalized the things that seemed most important to her. Some of the more frequently asked questions can be classified as follows:

Orientation Questions

To questions about the University of Minnesota, counselors usually gave direct answers to direct questions. That is, they provided information about the University of Minnesota and its rules and procedures. They usually sketched out the steps the woman must take in order to become a student at the University, usually jotting these things down so the woman would have them listed for future reference. In many cases, students were referred to the Office of Admissions and Records to pick up appropriate catalogs and application blanks. In certain cases, especially for those who were eligible for advanced standing or graduate work, referrals were also made to specific departments or to particular staff members within a department. Referrals were also made to other student personnel services on campus where appropriate. In general, the counselors tried to provide quickly information that could be obtained elsewhere but which would take longer to accumulate. Beyond the matter of information, however, the counselors tried to provide support to the potential student through volunteering information about the numbers of mature students on campus, their ability to do academic work, and some of the kinds of experiences they were having. This information may not have been solicited but the counselor felt that it would make the person more comfortable in her own plans to return to school. The counselors tried to be supportive, but supportive in a realistic way. When it seemed advisable, the counselor would call and arrange appointments with others, or would send information to the appropriate staff members in order to smooth the way for the students.

Educational-vocational choice questions

Questions dealing with vocational or educational choices almost invariably figured in the first counseling session. The woman who seemed to know exactly what she wanted to do would have questions about how this could be carried out and whether or not it was a realistic choice. Others knew vaguely what they wanted to do, perhaps had a variety of interests which must be narrowed down, or they saw a variety of reasonable alternatives. The counselors needed a great deal of specific information about training programs for all sorts of professions as well as the opportunities for job placement in these fields. In certain cases, the client elected to take a variety of tests in order to better specify her interests and abilities. Very often these persons were referred to the Vocational Occupational Library in the Student Counseling Bureau to read about several professions and they were also referred to people in various fields to seek information. To a great extent this vocational-occupational counseling involved the same seeking of information about opportunities and selves that is involved in counseling with younger students. However, the information that was given must always include information about opportunities for women, for women of a particular age, and for women who have had discontinuities in their education. In most cases the information was more optimistic and encouraging than many women anticipated it would be. While some women were unrealistic in terms of their own abilities and in terms of the training required for particular occupations, in more cases than not, it seemed, they were unrealistic in terms of downgrading themselves rather than of up-grading themselves. However, it did occasionally happen that a woman would have to be advised against a college program and into another kind of training.

Financial Questions

Counselors would deal with financial questions both as matters of fact and as matters of attitude. Information could be given about tuitions and book costs and how and when these obligations must be met. The counselors also had general information about loans and scholarships that might be available and would often refer those with financial problems to the Bureau of Loans and Scholarships for additional help. Beyond this, though, the counselors would also review the family's obligations and priorities in the use of the family income. Most families find an additional expense to be a burden. However, if the wife, husband, and children look upon the woman's education as an investment, rather than as an expense, the financial burden can usually be fitted into the budget. An occasional woman would complain bitterly about the fee structure of the University even though there were indications that this "expense" would cause no major financial burden. If mother's desires were low on the totem pole of the family's values, or if education were low in her own value system, then the prognosis for the woman to persist in college was poor.

Questions on Employment

Questions of employment were dealt with in much the same way as those dealing with educational and vocational choices. They were usually a part of the same decisions, since a great many of the women coming back to school were very pragmatic and realistic about their educational aims. When the counselors had the necessary information, they would provide this information to the client. In some cases they referred the woman to other sources. In any case they would try to make the woman see that finding a particular kind of job in a specific area was a matter of probabilities and hardly ever a certainty. Anyone undertaking a training program of several years duration faces an element of risk in finding an appropriate or relevant opening to match the training when completed. These risks were usually pointed out.

The woman who verbalized several alternative interests was usually encouraged to obtain information about these employment fields by speaking with the various University departments about the training programs, by talking with persons working in the relevant areas, and by studying employment trends at both the local and the national level. The process of getting information not only gave the woman facts upon which to make a decision, but it usually increased her confidence in the opportunities open to her. Not only did she find that opportunities existed, but she also found that people treated her requests and questions with respect.

Some counselees with employment objectives posed very real problems for the counselor. Mrs. A.B., a 36-year-old wife of a medical doctor and the mother of three school-age children, wanted to "finish a degree program that has definite vocational possibilities." A registered nurse, she did not want to work in her husband's office as he desired. The counselor "covered the waterfront" of major fields but found that the woman had no interest in teaching, no mathematical skills, no interest in science, no interest in helping people. The only field that she could express a liking for was anthropology and yet she wanted something she could use vocationally when "the kids are older." The counselor suggested sources of information and also asked her to return for testing and further counseling to help clarify a major field. She did not return. It is interesting to speculate on the motivation in this case. Did she really want to return to school or did she simply want to avoid working for her husband?

Questions on How to Study

Probably the most frequent problem expressed by women returning to school was their lack of confidence in their own abilities. The years since their last formal education loomed large, whether this period of time consisted of two or three years, or fifteen or twenty. The many, many articles in newspapers and magazines dealing with the educational system and emphasizing the tremendous growth in knowledge in recent years probably tended to increase this anxiety.

The lack of confidence in scholastic ability was sometimes expressed in general terms to which the counselor either gave information about research studies on age and intelligence, or she may simply have kept it in a more personal vein by describing the age and time away from school of the average Minnesota Planner and then stating that almost none of the returning women had had academic difficulties. She, of course, tempered this optimism with admonitions to start slowly and to expect the first few courses to be difficult.

In some cases the anxiety about ability was manifested in very specific questions about how to study. Often the counselor would give specific suggestions: how to estimate the number of hours needed for study; how to make a "time budget"; what to expect on objective examinations; the way to tackle a reading assignment. Several special programs consisting of lectures on how to study and how to take tests were offered to members of the Women's Continuing Education Program, and they proved to be very popular. Many members elected to take courses in "how to study" or "efficient reading" very early in their collegiate career. Others were referred to a Reading and Study Skills Center in order to increase their reading speed and reading comprehension. After diagnostic testing and interviewing, the student had supervised individual practice work and received constant evaluation of progress. Fitzgerald and Raygor described the importance of the process as follows:[1]

> The Reading and Study Skills Tests help to assess the current level of skills, not only for the counselors in the Reading and Study Skills Center, but for the returning adult coed as well . . .
>
> They are often very cautious and over-analytical in their approach to reading, because they have been away from the academic life long enough that they approach it with some trepidation . . .

---

[1] Fitzgerald, Laurine and Raygor, A. L. "Reading and the returning adult coed." Adult Leadership, Vol. 12, No. 4, 1963.

> There is an effort to shift the focus of attention and effort somewhat away from the mechanics of the reading process to an understanding of the role of habits and attitudes. This helps to build self-confidence and self-reliance from which can come increased development in reading skill.

Family Adjustment Questions

Since the great majority of women returning to school had family responsibilities, many questions about the adjustment of the family to this new dimension in the wife's or mother's life were seen as important. Family, community, and social obligations already were keeping the woman busy and she often wondered how attending classes and studying could be fitted into her already busy schedule. Most women, though, realized that adjustments would have to be made and had already decided which of their community and social responsibilities could be decreased, and how their housework could be done on a more efficient schedule. Many also found that as their own interests expanded, they were more likely to demand or encourage independence in their children. As one woman said after only a week in school, "My youngsters are already beginning to find their own mittens in the morning." Another said, "My whole family is organized and behind me."

There were no pat answers to family adjustment problems. The counselors had to be very sensitive as to what the woman was actually saying as she talked about her husband and children. If friction did exist in the family, it was possible that it would be increased by a return to school. In general, a student needs support and encouragement and cooperation at home and this is especially true for mature students. It was our experience that the decision for the wife and mother to return to school was made by the entire family, and it was usually made before she returned her application blanks to the department.

Sometimes a woman's motivation seemed to stem chiefly from a felt need to catch up intellectually with her husband or to keep up with her own adolescent children. She hated to be the only one in the family without a college degree, or the only one who could not talk about the kinds of things people study in college. Sometimes however, a wife's returning to school meant that she would be getting educated at levels beyond that which her husband had received. Such a differential did not automatically create a problem in a family. It rather became a matter of how the husband felt about his own security and excellence in his job. How well he did his job and how satisfied he was with his own level of performance were more important than the degree he held. The same situation held for the wife's feelings about herself, and her own abilities, in relation to her husband and his abilities. The woman who seized upon a higher degree as a crutch to prove she was "better" than her husband was probably in an unhappy situation. However, differences in values and interests could easily be accentuated by a woman's success in school. One early member of the Minnesota Plan, a mother of three who finished her baccalaureate degree and went on to do graduate work in psychology, did reach the divorce court five years later. Another said, "In the case of a married woman in the Minnesota Plan, I think her biggest asset--outside of intellectual curiosity--must be an understanding husband! I am lucky!" Still others reported that their interest in school had stimulated their husbands to return to academic endeavors.

Helping a mother adjust her school schedule to the needs of her children was done by aiding her in making imaginative use of the curricular resources of the University in relation to her varying individual, personal needs and desires. Many women did not realize that classes were offered both day and night, by correspondence and on television, in the summer as well as during the regular school year. Many did not realize that they could combine any or all of these resources and use them for the same goal, whether this goal be a degree or not. Most especially, they did not realize that they could be "regular" students, candidates for degrees, and yet be part-time students. Nor did they realize that it was possible, when relevant, to take regular courses without being a degree candidate. In some cases, however, it made sense to urge the woman to defer her educational plans until her children were at a different age or until the family circumstances had changed somewhat.

General Campus Adjustment Questions

The woman returning to school or contemplating such a return had both specific and general questions about campus life. Since many lived in suburban sections, the question of transportation back and forth to campus posed a considerable problem, whether this transportation was via automobile or bus. As it is on most urban college campuses, parking space at the University of Minnesota is extremely limited. Even faculty members have to wait for a contract parking space, and very few students ever obtain a guaranteed space. Since students and many staff members park on a first-come-first-served basis, the problems are acute and recurring, especially for the part-time student who arrives in mid-morning. One 38-year-old woman, whose transportation involved three buses and over an hour each way, seriously considered buying a motor bike. However, the rigorous Minnesota winters finally caused her to abandon the idea.

Mature students have always been more numerous in a large university located in a metropolitan area than in the small, geographically isolated, liberal arts college. However, the potential mature student who was undertaking what seemed to her an unusual course of action, often worried about her reception on campus. The acceptance of these women by both younger students and staff members has been both warm and positive. The counselors were able to assure the concerned Minnesota Planner of this acceptance. In certain cases, the more gradual approach through the process of beginning in evening classes, more predominantly adult oriented, was encouraged. After some positive experiences here, the woman was less likely to be concerned about taking courses in the day school and sitting in the same classes with "all those bright, young things."

In general then the counselors helped to build or maintain general morale by listening to problems that interfere with scholarship, by hearing gripes about the University (although they were extremely few in number), by interpreting regulations, by referring students to other departments for specific relevant aid, and by being an intermediary, i.e., introducing women to appropriate people, steering them in the most helpful direction.

Dr. Cornelia McCune summarized this help in a paper given at the American Personnel and Guidance Association meeting in Minneapolis in 1965:

> On the one hand, mature students do not really want to be singled out, marked as different, treated specially, segregated from others. Nor is it our philosophy to do so. Rather we believe that as quickly and completely as possible they should be amalgamated into the University community, identified with and served by the same facilities, resources, and staff as all other students.
>
> On the other hand, there are times, especially in the beginning, when the mature student needs and benefits from the knowledge that there are counselors designated as 'hers' -- people to whom it is 'all right' to go with any kind of question or difficulty -- particularly with the things she is afraid other staff members would not understand or might consider 'silly'. The way in which the counselors deal with individual women and with individual problems reflects the point of view, attitudes, and philosophy of the Minnesota Plan staff and of the University of Minnesota. First of all, it is assumed that the Minnesota Planner must basically accept and adjust to most of what she finds at the University. She cannot expect the whole institution to be remade for her convenience alone, other demands on its resources are just too great. We might bend the University but we can't break it entirely. Another assumption is that an auxiliary function of good counselors, in addition to their primary, individualized service to individual clients, is the accumulation of information about students, the educational environment, and the possible points of friction between the two, and the interpretation of this information in the form of suggestions for reasonable and feasible modification in the educational environment.

Problems stated in the counseling interviews led to several modifications in rules and procedures for mature students. Both administrative and instructional staff members were exceedingly cooperative and understanding of the problems of mature students. Many of the changes in procedures and additional helping services described in other parts of this report came as a result of the need being identified in counseling sessions.

Women who were Counseled

The women who came to the counselors, being a large segment of the women joining the program, have already been described as to their objectives, demographic characteristics, and test scores. However, statistics often obscure the individual traits and problems of the counselees. Some brief histories may serve to illustrate both the commonality and the diversity of these traits and problems. An attempt has been made to include a wide variety of cases including those in which counseling was definitely helpful, those in which counseling may not have contributed much, and those in which counseling could provide no real answers.

Since an analysis of demographic characteristics of 1964-65 counselees showed that the "average" counselee was 35, the mother of three children, married to a professional man, and interested in getting a degree in education, it seemed that a description of counseling with an "average" case might be interesting. Actually only two women counseled in 1964-65 met these specifications.

One of these "average women" was Mrs. C. D. Earlier records indicated the ability to do college work and she had attended the University for approximately one year after high school. The counselor described her as a pleasant woman whose husband had had a heart attack a year earlier. He thought it would be good if she finished a degree so that she could support herself and the children in case something happened to him. Teaching seemed to be the most practical goal, but as they explored this profession, the counselor noted that Mrs. C. D. was poorly informed about the alternatives possible, and not too vitally involved in choosing one, "Which one would you suggest? " Although it did not seem to matter, they finally decided on elementary education. Since the counselee lived in a suburb rather distant from the University and wanted to proceed slowly in any case, the counselor suggested some possible courses to take in evening classes or by television.

While there was no further counseling appointment after July, 1964, a telephone call confirmed the fact that she had successfully completed one required course taken by television and had also taken a language in a suburban high school adult education program. She was, however, appalled at the cost of University courses. While she still verbalized a desire for a degree in elementary education, she had decided it would be more sensible to wait a year or two until the children were a little older and then enroll in day school on a full-time basis. Since there seemed to be little intrinsic interest in education in this case, it is doubtful if she would return to school as long as her husband remained in good health.

In terms of age, occupational level of husband, number and ages of children and amount of previous education, Mrs. E. F. was similar to Mrs. C. D. when she first saw a counselor in 1960. However, she was enthusiastic to "proceed quietly and without fanfare to my secret goal of college teaching of history and humanities. " Mrs. E. F. had credits from previous attendance at a small college, and had started taking evening classes at the University of Minnesota in 1956. Dr. McCune was able to pull these credits together and to suggest the courses still needed to meet the various lower division requirements of the Arts College. Mrs. E. F. proceeded slowly in evening classes until May, 1962, when she felt ready to undertake a more ambitious daytime program. She again contacted the counselor. She said that while an experience in leading a group of adults in bible study had confirmed her desire to teach mature students, she had decided to be practical and to prepare for high school teaching first, with graduate study to come later. She sought information on the chances of placement with various majors, social sciences, mathematics, or English, all of which she enjoyed. The counselor referred her to the College of Education where she made application, took a battery of tests, and was subsequently admitted. A month later, she called again to say she had decided on an English major in the College of Education and she was referred to the Bureau of Loans and Scholarships as she would then be eligible for a loan. After another call to ask help in cutting through some red tape, the counselor had no contacts with her until she was asked to write a recommendation for the student's placement file. Incidentally, Mrs. E. F. received both a loan and a scholarship, credits both to Dr. McCune.

In June, 1964, she dropped in to say that she was graduating with high distinction and that she had been hired to teach English in the suburban high school in which she had done her student teaching. She expected to begin graduate study in the near future. Mrs. E. F. wrote, "My experiences have convinced me that an older student can compete successfully with younger students in a wide variety of disciplines. The word "compete" has unpleasant connotations--my younger classmates have been my friends. Perhaps the greatest benefit which I have recevied from the second experience in college has been a renewed confidence in these young people. Most of them seem to be more serious about their work than the people of my generation twenty years ago."

Intellectual curiosity and scholastic ability are necessary but not sufficient conditions for successful educational progress. Mrs. G. H. was born in 1929. She received her B.A. and elementary education certification in 1950 and taught first grade for four-and-a-half years. One husband, seven children, and several years later, she joined the Minnesota Plan. Mrs. G. H. had taken several graduate and extension courses at various schools as the family had moved around the country. She had come close to a Master's degree at one time but pregnancy intervened. She felt that she was becoming more interested in politics and international relations, and less interested in teaching. "I am getting all the contacts I want with that age group at home." She wanted a new direction in terms of vocation and the counselor noted that she needed a lot of searching out of information about possible alternatives. The ability and the intellectual curiosity were there, but another pregnancy caused a further delay in her educational program.

Mrs. I. J. was the wife of an elementary school principal and the mother of two children 17 and 20. She had a two-year elementary teacher's certification and was in her 50's when she came in to Miss Loeffler to talk over the relative merits of finishing a degree program or simply taking a few courses for self-enrichment. She decided on a degree program and was working very successfully towards it. As the result of outstanding work in a particular course, she was singled out for an interesting research job on campus and later became an undergraduate teaching assistant. Needless to say, she became quite enthusiastic about the prospects for women returning to school.

The case of Mrs. K. L. illustrates a rather typical educational pattern that is evolving for American women. Mrs. L. graduated from high school and then earned a two-year A. L. A. degree from the University of Minnesota in 1950. Her interest at that time, in her words, was "getting through as quickly as possible and getting married." From then until 1962, she was a busy wife, mother, and citizen. She had three children, was active in politics, did volunteer work at a hospital, and became a provisional member of the Junior League. In 1962, at the age of 32, she decided that she would slowly embark on her goal of a combined Bachelor of Arts with an English Major and a Bachelor of Science in Education. She and her husband, a purchasing agent with a large research and manufacturing firm, both attended evening classes for awhile. After the youngest child was in school, Mrs. K. L. was ready for day classes. She made periodic checks with the counselor and wisely held her academic load to about nine credits per quarter. She remained full of enthusiasm as she worked steadily toward her deepest goals. In 1963, she made this evaluation of the Minnesota Plan, "Just knowing it exists and that there are other women like me--wanting to complete educations or needing the stimulation and sense of satisfaction which the past year has brought me--are important."

The case of Mrs. M. N. illustrates some of the typical shifting in vocational goals that goes on in many women's lives. Mrs. N. was 36 years old, married to an advertising man, and the mother of three school age children. The counselor described her as a slim, attractive, sophisticated woman. The counselee had a two-year mixture of liberal arts and home economics education received at some midwestern colleges. She taught in rural schools at an earlier age but did not like this and looked forward to getting out of teaching. Later, after she had been married and thought of returning to work, she felt that office work would be better since she "wouldn't have to take it home at night." When she first saw the counselor she was working full-time as a clerk for a suburban municipality, but she was finding that clerical work did not give her summers at home with the children. Her attitude toward children and teaching had also changed and she would once again like to become a qualified teacher. A counselor in the College of Education outlined the courses she would need before entering the college and she took these requirements, one at a time, in evening classes. She was plugging away slowly but she had not changed her mind on her goal.

The case of Miss O. P. is interesting because she was one of the relatively few unmarried women in the Minnesota Plan. After high school graduation in the late thirties, she went to work in a civil service clerical job where she remained over the years. While she did not enjoy her position, she stayed in it because of family responsibilities. Miss P. would like to prepare for a change in vocation although any educational program would have to be taken slowly in night school. On the first interview in October, 1964, she and the counselor talked in broad terms about kinds of vocations and agreed that tests might help her in making decisions. Just after the first interview she enrolled in evening class courses in psychology and art, and also took the battery of tests. When she returned for an interpretation of these tests, the counselor noted she seemed most concerned about scholastic aptitude. The counselor was able to assure her of her ability to handle college level courses. The Strong Vocational Interest Blank indicated a liking for artistic, aesthetic, and literary fields and the Allport-Vernon-Lindzey Study of Values verified these interests. However, a below average theoretical score created some doubt as to her academic "drive." The Edwards Personal Preference Scale described her as a somewhat independent person who needed to feel useful and helpful to others, and one who was somewhat dominating, aggressive, and self-analytical. Surprisingly enough, she scored very low on the Endurance scale and the counselor found this puzzling in view of the fact that she had stayed in a job she did not like in order to support herself and three other members of the family for many years. However, Miss P. said that the picture of herself as being low in endurance was true if it meant a person who procrastinates and puts off difficult things. For example, she said that she should have embarked on an evening school program many years ago.

The counselor and counselee talked about the kinds of jobs that might be available in her areas of interest. Both felt that it would be extremely difficult for her to make a living at the kinds of things she liked to do. They talked a little about the possibility of getting satisfaction out of pursuing the major interests in an avocational way or of doing clerical work in a setting more closely related to aesthetic or literary fields. Since such a change in jobs would probably result in less income, this did not seem like a reasonable alternative in view of her family responsibilities.

This woman is faced with the kinds of problems that mature men with family responsibilities face in trying to plan a change of occupations. Low endurance and the low theoretical drive did not predict a real commitment to a long, challenging educational program. It would seem that a more relaxed, avocational program made sense in this case. A follow-up one year after counseling showed that Miss O. P. had completed her classes in evening school. However, the following fall she did not sign up for courses, although she planned to take another course soon.

The case of Mrs. Q. R. is similar in many respects and yet the outcome has been totally different. Mrs. R. had worked at a clerical job for 11 years to support herself and her three children. The company for which she worked had a stock sharing plan so there was a considerable amount of financial security involved. Mrs. R. was a college graduate and tests indicated she still had exceptionally high academic ability at age 53. The Strong Vocational Interest Blank indicated a concentration of interests in artistic and literary directions similar to Miss O. P. A personality inventory showed a normal profile of a rather independent, non-traditional sort of person, a little on the introverted side. Scores on the Study of Values indicated high theoretical, aesthetic, and religious values. The counselor concluded that she was a lively, interesting woman of considerable intellectual potential who was being wasted on a routine clerical job. After several contacts with the counselor and other staff members, Mrs. Q. R., to the horror of some members of her family, resigned from her job and returned to school for several months to complete certification in a secondary remedial reading program. Even though she was 55 at the time, she had no difficulty in obtaining an interesting position tutoring special cases of reading disability for one of the local public school systems. She wrote, "Thanks for everything. I feel like I have gone through a metamorphosis--and I almost said resurrection."

These few cases out of the hundreds seen by Minnesota Plan counselors illustrate the great variety of problems brought to the counseling interviews. In a case like that of Mrs. Q. R., the counselor was helpful in clarifying issues and supporting the client through some very difficult decisions. For another 55-year-old who wanted the same kind of training and who had the same high intellectual drive, the counselors could do very little because the woman's academic ability was such that she was not admissible to the graduate school. However, returning to college is only one interesting alternative in today's world. Counseling is beneficial when it leads a person to accept another way of life that is realistic for the individual case.

The most important goal of the Women's Continuing Education Program has been to assist the individual woman in realizing her intellectual goal whether this meant self-enrichment, preparation for a career, increased competency in community affairs, or a combination of these. Individual counseling has proved to be the most effective means of helping women attain these goals.

Chapter 4

CURRICULAR OFFERINGS

Elizabeth L. Cless

The support and direction of sensitive counseling has proved an essential core for any program of continuing education for mature women. However, without accompanying, faculty-supported experiments in educational form and method, any such program remains an expansion of service without the imperative dimension of academic pioneering. The growing pressure of expanding numbers of undergraduates, added to the equivalent necessity for adult educational renewal, threatens traditional academic excellence and places an unseemly burden on faculty resources. Today's American university finds itself largely unprepared both for the expanding number of qualified applicants and for its new posture as both transmitter and innovator of knowledge. While the early programs for the continuing education of women were evolved to serve the community by re-defining and renewing personal and professional productivity of women themselves, each had its unique experiment designed for the benefit of higher education as a whole.

Experimental Liberal Arts Seminars

Insofar as special courses were concerned, the University of Minnesota chose to concentrate its efforts in the area of liberal arts. In the experimental stage, the audience was defined: As different as possible from the traditional undergraduate body, it was to be a sophisticated, well-read, "educated" cross-section of the leadership of the community. The academic problem defined by such an audience became that of re-examination of inherited intellectual assumptions and a concomitant ability to recognize and evaluate the importance and relevance of new knowledge. Alertness for new factual information is part of the life pattern of this group of people. Problems arise when new facts challenge old professional or personal action and reaction.

An entire year, 1958-59, was devoted to individual informal discussion with faculty members from the Arts College and professional schools who were concerned with the necessity for renewed adult intellectual flexibility. Thus, the first experimental seminar was designed for presentation in the academic year of 1959-60. Its rationale was the presentation of changes in conceptual thinking which had occurred over the past twenty years in the sciences, social sciences, and humanities. Far from being a "survey course," this seminar, now known as New Worlds of Knowledge, is a rigorous exercise for both faculty and student in the up-dating of intellectual attitudes predicated on the best guess about future directions of American society. As is so often the case, the University's most outstanding faculty members were the ones most enthusiastic about the possibilities inherent in this proposal. (It was also possible to enlist the participation of two professors emeriti, whose vigor and magnificent teaching ability had not automatically disappeared upon retirement.) Although no degree credit was offered for the first two shakedown years of this course, it was presented from the beginning at the graduate level with a heavy reading list, primarily paperbacks, which could become part of the student's home library. This reading list often contained material differing from the professor's personal opinion. More often, however, it was background material for the highly demanding lecture-discussion periods which constituted the course.

In addition to reading and class discussion, each student was required to write a paper under the supervision of the most authoritative faculty member to be found in the field examined by the student. This paper, although of graduate quality, was not expected to be the usual addition to research but rather the mature, objective examination of a piece of current knowledge. Indicative of the consistent quality and imagination of these papers has been the insistence by faculty that a number of them be published in appropriate journals. One such example may suffice: A student stereotyped in the community mind as a person of quiet charm and unassuming interests was asked to read her paper, written for New Worlds of Knowledge under the tutelage of a brilliant geneticist, at the annual meeting of the Minnesota Human Genetics League. Subsequently, this paper, "The Sins of the Roman Father (with Pedigree Chart)," was published in The Journal of the Minnesota Academy of Science, Vol. 32, No. 3, 1965, since it is believed to be one of the first authoritative examinations of the role of genetic heritage in the shaping of historical events.

Each year following the initial seminar experiment has seen the addition of a new course designed in accordance with the original philosophic concept but dealing with a narrower range of subject matter. In 1960-61, Arts of Reading was begun. This course, using the book of the same name by Ross, Tate and Berryman as its background text, is an examination of the spoken and written word in expository and imaginative contexts. Briefly, it is the attempt to show that the same word carries quite different freight in the field of economics from the one it carries in poetry and that this word may have had quite a different meaning in 1775 than it does in 1965.

The following year saw an effort to bring the concepts of the physical and natural sciences into understandable relationship with the layman's world. The seminar, Frontiers of Twentieth Century Science, was only partially successful and has been withdrawn as a regular offering until more time can be spent by the faculty verifying the methods needed to talk about science without the expectation of creating scientists. This problem of communication has become a cliché and certainly is not peculiar to the University of Minnesota. Its importance cannot be underestimated but the seminar will not be repeated here until it can be one of the best such efforts produced by any university.

Arts and Perception was the next addition to the special seminar list. This course is an examination of all forms of visual stimuli. American society has long been a verbal society with an accompanying early mistrust and current bewilderment about the importance of direct, emotional, visual communication. Using psychologists and anthropologists, art historians, architects, graphic artists, painters, scientists, and sculptors as faculty, non-verbal influences and responses are analyzed in every media from advertising to sea shells. This curricular effort to counteract our culture's veneration of the word is still undergoing faculty examination and revision to produce a basic pattern which, as in all the seminars, can be varied from year to year as new insights and information become available.

In the fall of 1963, a fifth seminar, called Culture and Society, was added to the list of liberal arts seminars for women. Designed to give perspective to judgments on current world affairs and to encourage objective examination of accepted practices in our own society, this seminar studies a number of societies remote from our own in space or time. The various methods of different social sciences are discussed to give a clearer picture of the contribution of each in these complex analyses and cross-cultural comparisons.

The final experimental seminar to date is limited in registration to those who have successfully completed at least one of the other seminars. A probing, historical, interdisciplinary course, its title reveals its content. Ideas in America explores the sources and idealistic permutations which have created the United States as a political and social entity, with constant emphasis upon the individual American produced by this process.

Although each seminar began as a non-credit offering because of its experimental nature, as the various faculty and the students become satisfied that its design is viable, that it is truly an addition to the older curricula, and that its quality meets the standards of the graduate faculty, it is presented to the curriculum committee of the College of Liberal Arts for approval of nine credits. To date, these credits are automatically applicable in the upper division of the Arts College toward a bachelor's degree. Upon petition by the individual student and with the approval of his chosen department, these credits also may be used to satisfy some requirements for a graduate degree. Careful records are kept on each student's accomplishments, so that when the College of Liberal Arts credits the seminar, these credits may be granted retroactively. Each registrant is required to indicate her wish to take the seminar for credit by November and if she wishes to "store" such credit, she may do so until she is free to matriculate in a continuing degree program. If she hopes to be able to apply seminar credits to a graduate degree, she is asked to do an additional paper if her department so wishes.

It must be emphasized that the special liberal arts seminars are not a curriculum in themselves. They are meant to be an opportunity to understand our world--a world quite different from the one familiar to anyone over the age of twenty. They are meant to be the impetus for further serious study either in an academic community or in an individual manner. The Minnesota Plan staff also believes that these rigorous seminars have proved conclusively that the quest for higher and higher degrees can no longer be considered the criterion of a student's serious intent or the social usefulness of the finest possible liberal arts education.

The original group of students was selected with several criteria in mind. They were, as noted, a cross-section of outstanding community leaders of proven intelligence. An academic degree was not a prerequisite. One woman had never been to college, three were the holders of Master's degrees, three had completed some but not all of the requirements for a baccalaureate. The remaining ten had B.A. degrees acquired twenty years previously, on an average. Registrants in subsequent seminars have followed much the same distribution with a few Ph.D. holders, one lawyer, one physician and several other holders of professional degrees. For the five-year period, the student age range has been exactly fifty years, from 26 to 76. Although most registrants have taken more than one of these specially designed seminars, the unduplicated registration figure stands at 352 for the five-year period. Following the pattern of total Minnesota Plan registrants, almost all of the seminar participants are married. Husbands' occupations differ somewhat since the largest number of seminar students are married to physicians and the next largest number, thirty, are wives of college or university faculty members.

Table 14

Age Distribution of Seminar Participants
1960 - 1965

Age Distribution	Total Seminar Registrants		Registrants - 1965 - 66	
	N	%	N	%
25-29	8	3	5	5
30-39	60	21	26	26
40-49	128	45	43	43
50-59	72	26	24	24
60-69	15	05	2	2
70-79	2	-	-	-
TOTAL	285	100	100	100

Table 14 shows that registrants in the special seminars have followed the general pattern of the total Minnesota Plan registration in that more young women in their twenties and thirties are now attending. Analysis of information on the students in the five seminars offered for the academic year 1965-66, for example, shows an age range of only 36 years, from 26 to 62. Of the 100 women enrolled in special seminars in 1965-66 four are widowed or divorced and all the rest are married. Among this predominently married group, it is obvious children are not an impediment to intellectual refreshment. Nineteen of the women currently enrolled have five or more children, with one having eleven and three having eight. Of these nineteen, ten have taken at least one seminar previous to this recorded year. It is also obvious that geography is overcome by motivation. Perhaps only those familiar with the severity of Minnesota winters will appreciate the fact that six of the current registrants drove 40-60 miles for class meetings. Fifty-nine women were new to the seminars in 1965-66, while forty-one had taken at least one previous such course. A few women have taken as many as five seminars. This profile, except for the drop in the average age, follows the pattern established by the 1959-60 group.

Two examples will illustrate the often unexpected results of this kind of experience. Mrs. S. T., accepted in one of the early seminars on the basis of her proven community leadership and intellectual curiosity, had finished her formal education with high school. Her day-today performance and involvement in her first seminar were outstanding and a member of the graduate faculty in history agreed to supervise her paper for the course. She chose to attempt the first biography of the wife of one of the Midwest's "empire builders." Using a tape recorder she interviewed all surviving friends of her subject and persuaded the family to release many personal papers for her examination. The resulting document prompted a telephone call to the supervisor of the seminar from a history professor announcing that it was worthy of an "A at the graduate level and must be published by the historical society." As a result, Mrs. T., who had had no intention of working outside her home, became a part-time member of the historical society staff and is currently at work on the biography of another influential Minnesota Pioneer.

Mrs. U. V., the holder of a twenty-five-year-old degree in English Literature from an eastern women's college, enrolled in New Worlds of Knowledge as the last of her four sons applied for college. In the spring of that year, she began to consider taking courses in the regular biology curriculum so that she could better understand her doctor-husband's preoccupations. At approximately the same time, the seminar director was conferring with a zoologist faculty member who had just finished preparing the ten-year prediction of the department's space and faculty needs for the University's President. The professor's burden of complaint was the amount of time spent in training graduate students to be laboratory teachers, only to have them disappear to another University position the following year. On impulse, he asked if there might not be a geography-bound Minnesota Plan registrant who would be interested in this type of part-time academic employment. He was desperate enough to ask for one test-specimen who, although she may have had no courses in biology, would be willing to undergo his supervisory training. Mrs. V., much to her own surprise, consented to act as the requested guinea pig, even though she had taken no course in the sciences since her high school days. Instructed to enroll in an introductory course taught by the harassed zoologist himself, within two months she was acknowledged the most capable student the professor had ever met. She spent the rest of the year being given special assignments to maintain her interest and accelerate her competence. The following fall she began to teach a biology laboratory section and continues to do so with distinction and delight.

These experimental liberal arts seminars were tailored to fit the busy woman's daily time schedule. They meet in the morning for half a day, once every two weeks throughout the academic year, with an occasional all-day session to intensify the experience. In spite of the effort to avoid publicity until the experiment had proved itself, women will talk and soon seminar husbands were insisting that similar seminars be held at a time convenient for them. The University also received several anonymous telephone calls from men who pointed out that the Minnesota Plan seminars were discriminating against the male population. As a result, the Minnesota Plan seminars have been adapted so that at least one can be given each year at a time convenient for the employed male.

The University of Minnesota's success with this kind of demanding education presented by its foremost teachers points a new direction. People of intellectual maturity, no matter what their chronological age, can unearth factual material for themselves, given a solid and coherent understanding of the concepts with which they must live. The use of this method to "humanize" a professional curriculum is already underway experimentally in the University's medical school. Since the personal growth of the individual underlies the efficiency with which he utilizes his skills, the University of Minnesota believes that its special liberal arts seminars may have contributed something of value to the emerging pattern of American higher education.

Neighborhood Seminars

Neighborhood seminars are another example of a curricular innovation begun through the Minnesota Plan but now encompassing a much wider and rapidly increasing audience. These faculty-led sessions are available to any group of 16 or more people with a common interest in any subject for which the University can provide a competent and willing instructor. Usually composed of eight two-hour sessions, the seminars range from the introductory to the post-professional. Their beginnings were within the Minnesota Plan structure when Mrs. W. V., the 28-year-old mother of young children and the wife of a rapidly rising young executive, called to ask if she and a number of her friends in like circumstances, who could not spend time enough from home to commute to the University for a regular class, could study under different circumstances. This particular group of women, all college graduates, found themselves progressively more bewildered by their husbands' new business-related conversations and wished to make an intensive study of American economic history. Meeting one morning every two weeks in the living room of one of the group's members and combining extensive assigned reading and discussions, these women continued to meet for several years studying various topics. Now that many of their children are in school all day, a number of them have returned to the campus for further, more formal study. The enthusiasm of the participants was so great that as other daytime seminars for women were being formed a number of evening groups including husbands and wives were also requested.

The neighborhood seminar format has been extended to accommodate special requests by groups of women who were not necessarily members of the Minnesota Plan. In 1963, the Women's Division of the Minneapolis Chamber of Commerce requested a seminar on management development. Dr. Thomas Mahoney of the Industrial Relations Center consented to develop this course and twenty-two women received completion certificates. Another special offering was developed for the Board of the Minneapolis Junior League. This one was called Creative Problem Solving and the sessions were led by Dr. Fred Amran.

From the beginning, neighborhood seminars were given only on subjects selected by the participants. Some examples are Post War Europe, A Survey of Religions, and Primary Ideas of the Twentieth Century. One year's trial of offering two such seminars with subjects chosen by University staff resulted in such low enrollments that the former pattern of "seminar on request" has been resumed. The program has grown to such dimensions that it has been transferred into a regular operating arm, Off-Campus Classes of the General Extension Division. As a result this kind of non-credit but University-directed intensive study is spreading throughout the state, utilizing faculty members from state and junior colleges as well as University faculty members. This spread has received great impetus from the joint appointment by Cooperative Extension and the General Extension Division of a state art coordinator who, while not connected directly with the Minnesota Plan, serves many of its members.

Other Special Offerings

Many departments within the University of Minnesota have recognized their own responsibility for providing opportunities for continuing education for their own staff or for their own graduates. The Minnesota Plan staff has been available to act as resource persons when requested. The School of Nursing requested help in setting up a course in research methodology for its department heads. The result was a cross-disciplinary attempt to illustrate the types of research design which are applicable to the different areas encompassed by the interests of the nursing faculty. The School of Home Economics, after only initial conversations to focus faculty aims, designed an excellent series of meetings for a large group of Home Economists in Homemaking. This department has also received foundation support to study employment opportunities for returning, mature professionals.

Although not considered a part of the Minnesota Plan's curricular responsibility, the liberal arts lecture series, sponsored by the General Extension Division, are special offerings which have been utilized consistently by registrants in the Plan. These series, often planned jointly with the staff of the World Affairs Center, focus upon a single subject, such as The Ocean; The Glory of Byzantium; The Temper of the Twenties; Chinese Backgrounds; Inca, Aztec and Maya. By bringing outstanding authorities from universities throughout the North American continent and by utilizing the point of view of as many different specialties as possible, an attempt is made to illumine the totality of a topic. Carefully selected reading lists are compiled by the lecturers and, as often as possible, an evening course for credit in the subject is taught by a University faculty member in conjunction with the lectures. These series are planned to cover subjects which are not taught in depth in the current University curricula.

The Regular Curriculum

Although special curricular offerings have been an important development of the Women's Continuing Education Program, there is no one special course of study for all members. As is implied in the chapters on counseling, the emphasis of the program has been on utilizing all the educational opportunities at the University in a manner best suited to the objective, the available time, and the energy of each Minnesota Plan member. In addition to the special programs developed, these resources include regular day classes, evening classes, correspondence courses and courses by television. Accredited courses acceptable for a variety of degrees are given by all of these means. The Department of Evening Classes also offers a number of special certificate programs. A Bachelor of Arts degree in several areas is also attainable in evening classes as are certain Master's degrees.

The University of Minnesota already had much of the flexibility necessary for the adult student with other responsibilities. Most degree programs could be pursued on either a full-time or part-time basis. In addition, day-time "accredited courses" could be taken by adults who held a baccalaureate degree or who were 24 years of age in an Adult Special Status. While this category was meant for non-degree students with a limited educational objective, it also provided the opportunity to test one's ability and motivation. Students may transfer from this category to a degree program although only the first quarter of work as an Adult Special is transferable to the Graduate School.

One of the real academic problems illumined by the experiences of the Minnesota Plan has been that of transfer of credits. Since 39% of the women seeking continuing education through the Minnesota Plan had attained some college credits but not a baccalaureate degree, transfer of credits is a sizeable problem. The regulations of the University were fairly flexible since credits from any accredited college or university were accepted toward graduation and only the final year, 45 credits, had to be spent in residence. One member with three years of previous college work, joyous because her husband had been transferred to Minneapolis, reported that she had lived within commuting distance of five eastern colleges but not one would accept her as a senior. With the American population becoming more and more mobile, an increasing number of able students will be discommoded by the rigidity of many institutions of higher education.

Recognizing that many adults have life experiences equivalent to material presented in certain classes, use has been made, whenever possible, of the University's permission to take a course "in absentia" by satisfactorily passing a proficiency examination. Provision for this kind of acquisition of course credits existed in almost every college of the University long before the Minnesota Plan was formalized. Few advisors seemed to know of its existence, however, and the Minnesota

Plan's use of these possibilities proved its effectiveness to the degree where the University Senate, in the spring of 1965, passed a resolution recommending wider use and more frequent recommendations of the proficiency examination throughout all departments.

Mrs. Y. Z., an early registrant in the Plan, will serve as an example of the kind of woman in the kind of situation where the proficiency examination becomes not only wise but imperative. Mrs. Z., with an eighteen-year-old Bachelor's degree in home economics from another university within the Big Ten, wished to enter the College of Education in order to qualify for a teaching position. The College of Education, impressed with her academic record, was eager to enroll her but indicated that Minnesota's College of Home Economics must approve her undergraduate credits. The Z's had just built a house incorporating all of the most efficient and contemporary aids to home management. They were the parents of four children of junior high school and high school age, each of whom was doing well in school and in his social milieu. Mrs. Z. presented her undergraduate transcript to the College of Home Economics and was congratulated on her high grade-point average. However, it was pointed out that the University of Minnesota required two courses which Mrs. Z. had not taken eighteen years before. The two courses turned out to be "Family Relationships" and "The Buying of Home Appliances." In a state of understandable confusion, Mrs. Z. returned to the Minnesota Plan counselor to ask for further suggestions. Through one telephone conversation the counselor and the College of Home Economics arranged for proficiency examinations in each of the required courses, which Mrs. Z. took the following week and passed most satisfactorily.

Some women returning to the University, particularly for higher degrees, find the independent but guided study of "reading courses" a solution for their inability to spend three days a week coming to the campus for a class.

The majority of degree-oriented women, however, are participants in regular daytime classes, where in the course of five years, they have been welcomed as exciting additions by the faculty and stimulating companions by the students. It is obvious that most women with home responsibilities cannot undertake a full scholastic load in addition and, therefore, must proceed toward a degree more slowly. However, in the first five years of operation of the Minnesota Plan, at least 18 women completed some kind of professional certification requirement, seven completed A. L. A. degrees, and 82 Bachelor's degrees, 18 Master's degrees, and one Ph. D. were also attained. Since there is no automatic reporting of these accomplishments to the Minnesota Plan offices, these figures are a minimal statement.

As knowledge expands and interdisciplinary degrees resultingly decrease, the capable adult often chooses to bypass a degree program in favor of an individually designed graduate level program pragmatically dictated. For example, Mrs. A. C., one of the area's outstanding civic leaders, came to the Minnesota Plan with a request for a degree program in geriatric problems covering fields ranging from psychiatry through sociology to architecture. At the time, this was not possible within the existing structure. Therefore, she was advised to branch out through the University departments involved, taking courses as an Adult Special student and accepting the impossibility of a degree at the end of her studies. Her contribution to the community, as a result, has been highly informed but the trail which she blazed for herself is not marked on any official University curricular map for others to follow. Both the individual woman and the community gained from such a possibility within the University, although a regrettable number of academicians still feel that a program of study without a degree goal must indicate a lack of seriousness on the part of the student.

Conclusion

It is obvious that the educational needs of adults run the gamut from beginning courses in higher education to graduate study and professional education to a more general kind of re-examination of intellectual assumptions. In keeping with the land-grant philosophy of the University of Minnesota, the Minnesota Plan staff has tried to accommodate the resources of University to the needs and objectives of the student, rather than trying to force each student into an institutional mold. The individual woman has been encouraged to pursue a continuing education in accordance with her own value system, her own responsibilities, and her own desires.

Chapter 5

JOB PLACEMENT IN THE MINNESOTA PLAN

Vera M. Schletzer
Barbara K. Mantini

Since entry or re-entry into the labor force is the goal of so many mature women, both those returning to campus and those who lack the desire or opportunity for continuing education, the history of the placement function of the Minnesota Plan is of special relevance. In terms of the interesting and challenging job opportunities found to be open to women, the Placement Office can be termed a huge success. In terms of the number of women actually placed, a different judgment must be made. In general, though, the simple story is that many attractive positions exist waiting to be filled by capable women.

The Development of the Placement Service

The placement function of the Women's Continuing Education Program has evolved in a unique way because it augmented an already established placement operation at the University of Minnesota. As with other operations of the Plan, the general aim was to augment or complement existing services, not to duplicate or supersede them. In order to understand placement in the continuing education program, a review of the total placement operation at this University is necessary.

Because of its physical size and large enrollment, the University of Minnesota does not have one centralized placement service. Instead, several of the larger colleges within the University maintain separate placement offices to assist their own graduates. All educational placements, teachers, student personnel workers, counselors, administrators, consultants, from kindergarten through college level, are handled by the Bureau of Recommendations, a department within the College of Education. The College of Liberal Arts, the School of Business Administration, the Institute of Technology, and the College of Agriculture, Forestry and Home Economics also maintain placement offices designed to serve their own graduates. In addition, of course, those who complete graduate or professional degrees usually find positions through their department chairmen or major advisors.

The primary purpose of these placement offices is, of course, to assist students in obtaining full-time employment upon graduation. Often this focus is expanded to include placement assistance to previous graduates who want to change positions, but this feature is sometimes eliminated if the resources of a particular office become strained by the pressing needs of its current graduating class. Thus far, this has happened in only one of the five major placement offices.

To coordinate the several placement offices of the University, arrange recruiting dates for companies interviewing on campus, refer job listings to the proper office, and to serve as a general clearing house of information regarding placement, a Placement Inquiries Clearance Office was established. This office was handled on a half time basis by an advanced graduate student and was located within the Bureau of Recommendations.

After the Minnesota Plan had been in existence for several months, it became apparent that many women without the need or desire for additional education were seeking help in finding suitable jobs. While some could qualify to use existing University services, either through having been a graduate of the University many years earlier or having been a graduate of a school with which Minnesota placement offices had reciprocity, others could not be accepted. In any case, their problems were clearly different from the typical applicant at the various placement offices. Since the Minnesota Plan placement operation was seen as a part-time position augmenting the existing services, it was decided to combine this responsibility with that of the Placement Inquiries Clearance Office and to have the same person hold both part-time jobs.

In 1961, Roger Larson became the first Minnesota Plan Placement Consultant. When Mr. Larson decided to switch to a teaching position in the General College in 1963, Mrs. Barbara K. Mantini took over the placement duties. These duties were to find and list jobs appropriate for women (with the emphasis on those jobs requiring higher education), to make referrals and placements of women into jobs, to consult with women concerning job opportunities, to advise women on job-hunting procedures, and to issue a bi-weekly job newsletter describing a variety of positions currently available.

The history of this aspect of the program has been both gratifying and frustrating. Since most women who return to school in a degree program use the placement facilities of the appropriate colleges, these newly trained women usually do not come to the Minnesota Plan consultant. Therefore, this chapter does not account for the dozens of recent graduates who have successfully entered the field of teaching, library science, and social work, as three instances. Many others came to discuss where to look for certain kinds of jobs and then track down leads given by the consultant. Since these are not technically definable as "placements," they are not counted in the statistics presented here. It is rather frustrating to the person on the job, though, to have these capable and recently trained persons, who are easy to place, by-pass this office. Whereas the woman with no training, or with training hopelessly outdated, and the woman who "thinks she might" want a job remain permanently listed as those seeking a position but remaining unplaced.

In spite of these limitations, the facilities of the Minnesota Plan placement office have been important to a small but increasing segment of the membership. During Roger Larson's first year (the second year of the program), he wrote letters to 705 members asking if they were interested in assistance in finding jobs. One hundred sixty-five women (23%) indicated that they would seek placement, 42 (6%) immediately, 52 (7%) within one year, and 71 (10%) within five years. The proportion of those seeking placement to new members in any year has varied from this 6% to 16% in 1963, to 9% in 1964, to 11% in 1965. For the total five years, 259 women, 10% of the total membership, have registered with the placement office. The average number of women registered at any one time expanded from 35 in 1961-62 to 88 in 1964-65.

To a great extent, the number of placements actually made reflect the restrictions and the motivations of the women. In four years, 399 suitable jobs were listed by the placement office but only 59 placements were actually made. Successful placements increased steadily, with yearly totals being 8, 9, 16, and 26. For the first three months of the 1965-66 year, 12 placements were made, indicating the growth possibilities for this part of the program.

In general, it seems safe to say that if a woman really needs a job, either because of personal drive or financial necessity, a job can be found for her. Over the years, the Minnesota Plan placement office placed women in many firms in the Minneapolis-St. Paul area and developed enough contacts to be able to locate jobs of all kinds at many ability levels when it became necessary. Unfortunately, however, many of the women who register with the placement office as seeking employment are either "window shopping" for the ideal job they might like some day, or have so severely limited themselves as to what they can and will accept, that they have virtually excluded themselves from employment of any kind. Mrs. E., for example, had told the placement consultant that she wanted a part-time job in interior decorating and seemed to have excellent qualifications for such a position. The consultant located a job which fit Mrs. E's specifications exactly and called her to arrange an interview appointment, only to be told that Mrs. E. couldn't possibly consider working or even interviewing until after the skiing season was over because she had too many ski weekends planned with her friends. Then there is Mrs. G., who has been ostensibly looking for a job for 2 1/2 years, but who will accept a position only if it meets rigid specifications: it must be located on the bus line on which she lives (she will not change buses), it must be a typing job in a doctor's office (no shorthand), and the hours must be 9-3. Needless to say, she will probably be "looking for a job" for quite some time to come!

Consulting gradually became an even more important function of this office than placement itself. Many mature women came in to discuss the employment situation and to receive suggestions on where and how to look for a job, how to write resumes, and other such job-related topics. Some wish to discuss job prospects before they embark on a training program. The number of interviews held with Minnesota Plan women by the placement consultant grew from 66 in 1961-62 to 138 in 1964-65, for a total of 415 for the total period. Many profited from suggestions received. Mrs. K., for example, was a woman of 56 who had teacher training 30 years before and had some typing skills. For several years she had held a clerical job with a volunteer organization. Suddenly Mrs. K., because of her husband's illness, was forced to be the chief family breadwinner and had to earn a salary sufficient to pay her husband's extensive medical expenses as well as their living costs. As a result of her talks with the placement consultant, she began a systematic search for a position which would utilize her basic intelligence and maturity, her education, her volunteer experiences, and her office skills. She wrote a very professional resume which she had attractively printed for distribution to potential employers, she began following interesting leads and interviewing with firms with the idea that she would learn valuable lessons from each such contact. Her confidence gradually built up and she began to enjoy her job hunt. As a result of her enthusiasm and no-nonsense approach, she was able to find a position with a social service agency which paid her $8,000, $2,000 more than she had stated as her minimum acceptable salary and double her previous clerical salary. Since she has been performing very successfully on her new job for over a year, it is obvious that her qualifications were excellent. All she needed was organization and "know-how"--and the encouragement and assurance that she was not too old and that she had much to offer an employer.

Most mature women who are contemplating their return or first entry into the job market desperately need some realistic advice. They wonder whether they should fib about their age, where they should begin looking for a job, what their chances are compared to those of the recent college graduate. They need an honest appraisal of the "plus" and "minus" factors and how to make the most of the one and minimize the other. Although each woman is an individual case, we have found that there are several basic rules that most Minnesota Planners in search of a job found extremely useful. Concisely stated, and without the elaboration and examples usually given these are:

1. Be honest! Realistically analyze both your good and bad points and take advantage of all the plus factors.

2. Don't limit yourself any more than you absolutely have to.

3. Use your imagination to best combine your skills and interests in a paying job during the hours you can work.

4. Be professional. Learn how to write a resume and a letter of application, how to act during an interview, what to expect from an employer.

5. Don't expect or demand special concessions because of your age or because you are a woman.

6. Shop for a job--at least as carefully as you would shop for a fur coat or a new stove.

What kinds of women do register for placement help from the Minnestoa Plan office? Since the service has been freely available to anyone needing help, it has been seen by some women as just another placement agency. As a result, a few women who have been unable to find or hold a position, even through rehabilitative agencies, have signed up for help. Others have high ability but questionable motivation.

3

They need time and guidance to think through what they want to do. While the numbers in each of these categories have been small, the person trying to be of service must be skillful in helping her clients clarify their motivations as well as their limitations.

However, the great majority of women who came to find help through the Minnesota Plan Placement Office were highly capable and motivated. Some came because they wanted part-time jobs, others because they wanted professional or administrative positions. Family responsibilities often restrict the choices of these women, however, and they may be unable to accept a job that is too demanding of time and energy or that conflicts with the demands of husband or children. Since they are geographically tied to the locality determined by their husband's jobs, they cannot consider positions located beyond feasible commuting distance of their homes.

How do women indicate they want placement assistance? Every woman who returns a Minnesota Plan application blank receives a letter from the Placement consultant along with a placement questionnaire. If she is interested in finding a job, she returns the questionnaire and then fills out a blank indicating some relevant data about herself. Whenever possible, the woman also comes into the office to discuss possibilities and plans with the consultant. Women who indicated an interest in placement were sent, on a bi-weekly basis, a listing of several jobs currently open. If a woman were interested in a particular job, she called to find out the name of the employer and was free to contact him for an interview. While Mrs. Mantini tried to encourage likely candidates to make the contacts and to discourage those who did not meet the employer's needs, each woman was free to apply for any job. Figure B (p. 53), is an example of the bi-weekly form used to circulate the description of jobs open.

The most gratifying aspect of the Placement operation has been the demonstration of the need for mature women in the labor force. Dozens of employers have called to seek mature women for various positions. Some have not known of the Placement Office but merely felt that among the women interested in continuing education must be one who had the qualifications for a particular position. An analysis of 323 jobs listed by the Minnesota Plan along various dimensions gives an interesting overview of jobs available to mature women in the Twin Cities. In reading this description, though, one must remember that many positions open to women are listed either exclusively or primarily in other offices and many jobs listed with the Minnesota Plan were filled without being advertised on the bi-weekly form, either because they required highly specialized qualifications or because they were filled so fast that they never got listed.

The time dimension is often the important one for the wife and mother so a special effort has been made to locate part-time jobs. Of the 323 jobs analyzed, 63 or 20% were part-time. Eleven percent specified 20 or fewer hours per week, and 9% said 21 to 35 hours. Five of the part-time and 23 of the full-time jobs were for a specified time duration, i.e., for a school year only, for three months, etc.

Table 16

Level of Education Required for Positions Listed with Minnesota Plan

Level of Education	N	%
Educational requirements not specified	28	9
High School	45	14
Business School	9	3
Some college	86	27
Some college plus clerical skills	26	8
Bachelor's degree (includes school certificate)	114	35
Some graduate school	3	1
M. A. degree	10	3
Specific (dental hygiene, music)	2	1
	323	101

Table 16 shows the level of education required for the positions available. It will be noted that 75% of the employers definitely wanted persons with various amounts of college training. An additional 9% did not specify any particular educational requirements but perhaps they, too, expected some college training or else they would not have contacted the University.

Figure B

MINNESOTA PLAN PLACEMENT OFFICE
102 Burton Hall
373-2268

March 31, 1965

Well, the less said about this past month the better! We can only hope that street and sidewalks will soon be negotiable - or navigable - and you can begin job hunting in earnest. A couple of today's listings are really interesting and challenging positions - so consider them carefully.

Position: Statistician - Full time April 1 - November 1. Compile statistics for research project. Good background in statistics, some biostatistics helpful. Salary: Open, depends on qualifications. Location of Job: St. Paul.

Position: Assistant Director in Museum Education Department - Conduct tours, assist on exhibitions, teach two classes per week plus special workshops, work two Sundays per month, act as education office manager and handle general correspondence and budgetary details. Studio and art history experience are implicit; teaching background desirable. Capacity for handling a variety of projects, a genuine interest in working with both adults and young children. Salary: Open.

Position: Several Part Time Positions - April 1 - November 1. Tabulation, typing of reports, some editing for medical research project. Salary: Open. Location of Job: St. Paul.

Position: Clerical - Anything in clerical line. High school graduation. Experience not necessary. Typing ability is necessary. Salary: Commensurate with experience, background and ability. Location of Job: St. Paul.

Position: State Organization Service Representative (Trainee) - Full time - 12 month job - advise and assist member groups in improving organizations, developing programs, arranging meetings, carrying out group projects, etc. College graduation. Prefer some office experience. Must be able to type own correspondence. Must have had some experience in volunteer organizations (PTA, AAUW, League of Women Voters, etc.) Salary: $400-547. Location of Job: West Campus - University of Minnesota.

Mrs. Barbara K. Mantini
Placement Consultant

However, if an employer called with a clearly non-collegiate type job, the listing was usually made in order to keep the contact and because there were very few members who had only a high school education.

When an employer called to list a job, he was asked what kind of training or major he preferred the candidate to have and what other majors would be considered. These areas of training are listed in Table 17 which indicates that the job requirements cover a wide gamut of major fields. Some employers were interested primarily in secretarial or clerical skills, usually with "some college" while others needed a particular background, such as statistics, but also one of the clerical abilities.

Table 17

Areas of Training Required for Jobs Listed with Minnesota Plan

Academic Field	Preferred	Considered	Need Clerical Skills Also --
Art	4	2	
Bacteriology	1		
Business	7		
Chemistry	12	1	
Clerical	35		

Table 17 - Continued

Academic Field	Preferred	Considered	Need Clerical Skills Also --
Dental Hygiene	2		
Education	3	8	
Elementary Education (N.K.P.)	5		
English	16	9	2
Home Economics	2		
Interior Decoration	3		
Journalism	20	11	3
Languages	2	4	5
Liberal Arts	16	2	1
Library Science	4	1	6
Laboratory Technician	2		
Mathematics	11	4	1
Medical Technology	4		
Modeling	1		
Music	4	1	
Nursing	1		
Occupational Therapy	1		
Personnel	9	2	2
Physical Education	3		
Physics	1	4	
Photography	1	2	
Political Science		2	
Psychology	17	9	2
Sales and/or Advertising	4	2	
Secretarial	57		
Social Sciences	7	3	
Social Work	3	2	
Sociology	15	4	
Special Education	3	2	
Statistics	7	4	4
Zoology		1	
No specific area*	14		
	297	80	26

*These jobs included such things as banquet hostess, tea room manager, assistants in nursery schools, food service workers, and taping textbooks for the blind.

The last analysis made of the total number of jobs was along the dimensions of kinds of duties involved. The diversity is intriguing.

Summary

The Minnesota Plan Placement Office was developed to serve those women in the continuing education program who were interested in entering the labor force and for whom the existing placement offices were not appropriate. Consulting or counseling about various job-related problems proved to be as important a need for these women as actual placement in positions. Since family responsibilities often impose restrictions upon women contemplating a return to the labor force, many attractive and interesting openings have gone unfilled. However, the great diversity of positions open to women is encouraging.

Table 18

Kinds of Jobs Listed in Minnesota Plan Placement Office

Administrative		55
Personnel	21	
Program Development	34	
Clerical Fields		105
Clerical	27	
Bookkeeping	6	
Receptionist	5	
Research - tabulation	5	
Secretarial	56	
Secretarial - bilingual	4	
Steno - reporting	2	
Chemists and laboratory technicians		17
Computer programming		4
Counseling		6
Food Service Worker		5
Interior Decorator		3
Librarian and library aides		10
Literary		36
Advertising	1	
Editing	21	
Reading	3	
Writing	11	
Psychometrist		6
Research (some including statistics)		17
Sales		5
Social Worker		4
Teaching		30
Distributive education	6	
Elementary	3	
Junior High School	1	
Night School (adults)	3	
Nursery School	7	
Tutoring	2	
Special Education	8	
Miscellaneous*		20
		323

*Includes one or two each in these diverse categories: Artist, Assistant Curator, Bacteriologist, Dental Hygienist, Engineer, Hostess, Instructors for bowling, modeling, and knitting, Life Guard, Nurse, Occupational Therapist, Photography Assistant, Policewoman, Psychologist, Tape Coordinator.

Chapter 6

FIVE-YEAR REPORT

UNDERGRADUATE PROGRAM

Vera M. Schletzer

The fondest hope of almost everyone connected with the Minnesota Plan has been that the objectives and ideals of the program would become important to the regularly enrolled undergraduate woman at the University of Minnesota. It will be recalled that the objectives of the Women's Continuing Education Program were to make full utilization of the nation's resources of able and educated women, and to increase personal happiness and satisfaction of individual women by helping them make full and productive use of their capacities and their time. Foreseeing that intellectual skills and technical training tend to become rusty or out of date while in the homemaking phase of their lives, many girls fail to begin or to complete their higher education even when they have the necessary intellectual ability and financial resources. Furthermore, the programs of many women in college lack direction because they cannot foresee a long-range vocational or professional objective.

One goal of the Minnesota Plan was to help young women foresee and plan realistically for the interrupted, multiple-role lives they would lead so that they would maintain their intellectual skills and training in order to make major contributions to society.

In order to accomplish the major purposes of realistic planning and maintaining intellectual skills, several specific means were presented in the original proposal. It was suggested that students in college needed guidance in planning their programs with the long, as well as the short-term future in mind. It was suggested that students who dropped out of college needed more information on how they could continue and complete their formal education later. It was suggested the housebound mothers needed special educational opportunities geared to their own daily schedules. It was suggested that exit interviews should be held with young women who were leaving college before graduation.

The main responsibility for the so-called undergraduate program, meaning the attempt to involve the younger, regularly enrolled coed, was assigned to the coordinator's office, although individual counseling was ordinarily done by the counselors. Four young women at various times have assisted the coordinator in these duties on a part-time basis. Mrs. Marion Linoff, a young, married, graduate student with two children was the first assistant. Miss Louise Blair, a senior, was the next person involved. Mrs. Clare Johnson Jewell, newly graduated and married, followed. The next assistant coordinator for working with undergraduates was Miss Rosemary Thompson who had a longer history of student personnel work, having worked as a residence hall director at Kansas State University for two years.

Several factors have created certain ambivalences on the part of the staff toward this undergraduate program. While individual counseling was the cornerstone of the program for mature women and the ideal goal for the young woman, the size of the student body and the size of the Minnesota Plan staff made any comprehensive attempt at individualized service impossible. Since each student was already advised within her own college or department and since additional vocational, educational, and personal counseling was offered by the Student Counseling Bureau, many of the young women's immediate needs were already being met. Thus, while the necessity for each young woman to do individual, long-range planning has been stressed, this planning has been offered through an established counseling and advising system. The Minnesota Plan staff has done a limited amount of individual counseling with young, regularly enrolled women. However, the very presence of the mature women students on campus and the presence of the Minnesota Plan staff have probably influenced most regular counselors and advisors. On several occasions, Minnesota Plan staff members have been invited to discuss the educational problems of women with the Student Counseling Bureau's staff and with the lower division advisors of the College of Liberal Arts. The Minnesota Plan staff has adopted or recognized two major means of achieving its goals with young women. One has been to act as a catalyst to influence other staff members, as in the examples above and others to be noted later. The other approach has been to try to influence students' attitudes through various group approaches. Needless to say, the difficulty of measuring attitude change and the lack of substantial evidence of "success" have been somewhat frustrating.

As with other functions of the program, this one has also been influenced by both the problems and the resources of the University of Minnesota. Influencing attitudes on a large commuter campus is a slow, laborious process at best. Traditionally, the emphasis of the student personnel program has been on persons rather than on men and women. There was no Dean of Women with responsibility for instigating and planning programs for women as on many campuses. There was no campus-wide, viable women's organization which involved all or even the majority of female students. There was no special adjustment or orientation course for freshmen women such as exists on some campuses. However, there has been a strong emphasis on the importance of extracurricular activities as educational experiences which contributed to the intellectual, emotional, and social growth of students. The Student Activities Bureau has had primary responsibility for developing and supervising the over 350 student organizations existing on campus. Its staff was always available and helpful in initiating special programs within these organizations. Residence directors and counselors were available to become involved in programming for those students who lived in dormitories and sorority houses. The Student Union offered a variety of kinds of programs for students, both commuters and residents. Camps and retreats for freshmen, transfer students, high-ability students, and other special groups were also a Minnesota tradition. In short, while problems did exist in trying to reach students, a great many resources were already organized, available and, happily, cooperative.

For most freshmen and transfer students, the first trip to campus prior to entry at the University is for the Two-Day Orientation-Registration Program. Except for attending graduating ceremonies, this is the only program required of all students and so it was decided to utilize the opportunity to articulate the goals of the Minnesota Plan to young women. It was recognized that this was hardly the most appropriate timing. Most students at this time are concerned with immediate problems of registration and getting acquainted with the University, and most incoming students are quite anxious about their success at the University. However, each freshman woman heard a half-hour talk about the many roles that educated women play, the importance of relating their education to each of these roles, the importance of maintaining intellectual skills, and above all, the importance of long-range planning. These presentations were made either by members of the Minnesota Plan staff or by other women in the Office of the Dean of Students. The reactions of the freshmen women and transfer students ranged from sheer boredom to high interest. While many of the seeds of wisdom fell on rocky soil, in many cases they could be expected to bear fruit sometime in the future.

For many young women, this Orientation Program has provided their only contact with the Minnesota Plan. However, many students have had several exposures to the philosophy of the program through other means. Over the years, various staff members have had numerous contacts with sororities, Panhellenic Council, dormitory groups, Freshmen Cabinet, freshmen camps, retreats for high-ability students, and general campus-wide programs. In each case, the requests for speeches and discussions were initiated by students, although much credit for these opportunities must go to cooperative faculty and student personnel staff members.

Another attempt to influence undergraduate thinking is the seminar entitled "The Educated Woman in the United States." This two-credit course is offered in the Family Studies Division of the College of Liberal Arts and is open to students who have completed their freshman year with preference given to upper-division women. The specific objectives of the course are: 1) to make available basic facts and information regarding women's contributions to home, community, and world of work; 2) to provide able women with the opportunity to use this informational background in decision making; 3) to provide theoretical background and substantive information to future professionals who will be working with women; and 4) to discuss, under the guidance of experts, questions of role conflict, occupational aspirations, parental responsibilities, community involvement, and the like. Ordinarily this course had been taught by the Minnesota Plan coordinator in cooperation with other professionals from the fields of sociology, family studies, child development, home economics, and psychology. While the demand for the course has never been high, the girls who took it tended to be high-ability students. One young woman described the course as "operation awareness."

The interest of persons in the Department of Radio and Television of the General Extension Division in the ideals of the program resulted in another opportunity to influence young women, both students and those in the community. In the fall of 1964, Dr. Schletzer was invited to prepare a series of thirteen half-hour television programs based on "The Educated Woman in the United States" seminar. These were presented on the University of Minnesota Hour over the educational television station KTCA-TV. The program was called "Guidelines: A Program for Women of Tomorrow." A description of the program along with a bibliography was offered to persons interested in the series.

In early 1964, the undergraduate coordinator approached one of the program directors of Coffman Memorial Union to inquire about the possibility of some cooperative planning of programs aimed at women. The reception was cordial and after involving several other organizations, the YWCA and the Student Activities Bureau primarily, the result was a series of programs compressed into several days and called Women's Week. The first of these was given in February 1965, and the theme of the program was "Woman...21st Century." Speeches, panels, musical programs, and art displays were all involved. The featured speaker was Mary Keyserling, Director of the Women's Bureau of the Department of Labor. The second Women's Week was offered in November, 1965, with even more student involvement. The theme was "being male and female" and the roster of speakers included Mrs. Warren Knowles, wife of Wisconsin's governor, and Wilma Rudolph, the outstanding Olympic track star. It is expected that this symposium will continue.

The other major attempt to influence student thinking has been through The Planner, a newsletter geared to undergraduate women. The one-page leaflet, printed on an attractive, eye-catching format and distributed approximately monthly, is sent to those young women who show some interest in the program as well as to sorority houses, dormitories, and other organizations of women students. It is requested that these copies be placed on a bulletin board where they will be available to all residents. In general, The Planner publishes articles or condensations of articles which will sensitize young women to the philosophy of the program.

In summary, then, the Minnesota Plan staff has tried to reach and influence a large number of young women through various kinds of programs and publications. It was hoped that by sensitizing them to certain problems, the young women might be expected to seek solutions either on their own or by seeking discussions with their advisors and counselors.

Since this somewhat limited approach was not the only one visualized in 1960, we should briefly review some of the other attempts that have been made to provide individual guidance, to be helpful to drop-out students, and to involve housebound mothers. The importance of individual guidance has been mentioned in every orientation talk as well as other programs dealing with the Minnesota Plan. The presence of special counselors for women has also been noted along with directions as to how these women could be contacted. However, over the years, only 102 undergraduate women have actually come in to talk with either of the Minnesota Plan counselors.

Feeling that the approach had been too general, it was decided to make a more concrete offer of counseling. In the fall of 1965, in the Women's segment of the Orientation-Registration Program, we discussed the kinds of problems in planning that young women might have and then asked how many would be interested in either individual or group opportunities to discuss these problems. At every session many young women would raise their hands. We then circulated a sheet of paper to get names and addresses of young women who would be interested in being contacted later in the quarter for such a guidance opportunity. While some 700 young women indicated an interest, by the sixth week of the quarter when the notice went out, only eight actually turned up for a guidance session.

The student who drops out of college before graduation has been a major concern of college faculties and administrators for as long as we have had institutions of higher education. The problem may be especially acute at a large state institution where many students are the first of their families to attend college and where the majority of the students work. In general, baccalaureate degrees continue to be given in about the same sex proportion as exists among entering students, so drop-outs among females do not seem to be occurring with more relative frequency than among males, although the reasons are undoubtedly different. In 1962, the Bureau of Institutional Research at the University of Minnesota had already done a survey of students leaving the University before graduation in the year 1959. At the request of Dr. Virginia Senders, they extracted from their records the names of women who were: a) in the top quarter of the drop-outs, and b) not currently enrolled in any other college. Cooperatively with the Bureau, the Minnesota Plan sent out a letter inviting these women to inquire about the Minnesota Plan along with a return post card. Fifty-three letters were sent out and 20 post cards were returned. It is not known how many of these have actually returned to school. In an attempt to actually counsel or interview young women who were leaving school in 1962, Dr. Senders asked the Office of Admissions and Records to provide her with a list of students who were registered in the fall quarter, 1961, but who were not registered for winter quarter, 1962. This list was so huge that it was impossible for the small staff to undertake any meaningful kind of project. It should be stated, though, that the individual colleges of the University of Minnesota have different procedures for helping students who do not re-register, and also that it is a fairly common practice among Minnesota students to drop out for a quarter or so to work and then to return to school. While these attempts to help drop-out women seem futile, there is another aspect of the total picture. According to the Women's Bureau of the Department of Labor, most women drop out of college for personal reasons which usually mean marriage. Perhaps at the moment of leaving college, other concerns have taken priority in their immediate planning. Perhaps what they need is simply to know that it is possible for them to return at a future date and that facilities are available to help them in this return. A review of the demographic characteristics of the so-called "mature" members of the Minnesota Plan given in Chapter 2 will show that the program is serving an increasingly younger clientele with many young mothers in their twenties and early thirties returning to school.

Along with the young coed and the drop-out student, the original proposal also expressed a concern for the housebound mother. Young mothers are not literally tied to their homes, and many of them are returning to the University to continue work on a degree program. Counseling has been important in planning their programs on a part-time basis, or through evening, correspondence, or television courses. The Child Care Service offered has often been an enabling factor. Many young mothers have also taken part in the various neighborhood or liberal arts seminars given through the General Extension Division. To a great extent, the function of the Minnesota Plan has been to call to the young mother's attention all of these resources and to help her pull together a cohesive program or plan.

One special project for a particular group of housebound mothers was undertaken in the early years of the Minnesota Plan for wives of students living in University Village. In general, the incomes of these families are quite low and the husband's education has top priority in terms of both time and money. Although they are living in an academic atmosphere with many stimulating opportunities available to them, very few of these young women are able to take advantage of them. With some financial support from the Minnesota Plan, the General Extension Division offered neighborhood seminars to these University Village wives at a reduced rate on several occasions. Although there was some enthusiastic response it was so difficult to generate general and sustained involvement, that the project eventually was discontinued.

Women as well as men who have graduated from the University and who belong to the Alumni Association have been given an excellent means to continue their education in an informal manner through self-study. Since it is neither desirable nor practical for every adult to be actually enrolled as a student for his entire lifetime, in 1964 the Coordinator was able to interest Dr. Edwin Haislet, Executive Director of the Alumni Association, in the idea of providing an issue of the Alumni magazine devoted to continuing education. The liberal arts graduate often does not have an opportunity to keep up with his area of study in the same way that persons with advanced or professional degrees tend to keep current through professional journals and meetings. Moreover, the person who has received a technical or professional degree has often neglected the humanistic studies. By providing an overview of "what's new" in various areas, augmented by reading lists which provide the opportunity for additional guided study, several departments of the College of Liberal Arts cooperated to provide alumni with an overview of what was being taught currently. By this kind of survey being repeated yearly, each alumnus can thus keep current with one or more areas of study, and the continuing education issues may also be kept as a reference source for future concern. The interest and hard work of editors Merrill Busch and Joseph H. Davidson, the unwavering and enthusiastic support of Dean E. W. Ziebarth of the College of Liberal Arts, and the cooperation of the various department heads within the college were responsible for the successful initiation of this series.

In summary, then, certain conclusions can be made. The original plan to become directly involved with individual students has proved to be unfeasible because of the large size of the student body in relation to the size of the staff, and for other reasons as noted. The role of the Minnesota Plan vis-a-vis undergraduate women has become one of influencing attitudes among staff and students and of acting as a catalyst in initiating new ideas and creating concern for the particular educational problems of women. The most valid evaluation of the so-called undergraduate program must be a deferred judgment.

Chapter 7

FIVE-YEAR REPORT

SUPPORTING SERVICES

Vera M. Schletzer

The Scholarship Program

The founders of the Minnesota Plan early recognized that some qualified women would not be able to return to college unless scholarship funds were available to help them to get started. While many scholarships and fellowships at both the undergraduate and graduate levels were open for applications, those available were generally limited to full-time students. Additionally, the lack of a recent scholastic record was often a disadvantage to mature students. Loans for educational purposes usually had the same requirements. Although National Defense Education Act loans have recently been extended to part-time students, they were available only to those taking 12 credits each quarter in the early years of the Minnesota Plan.

The limited amount of money available for scholarships made it obvious that this money had to be used for seeding purposes only. It was patently impossible to pay all of anyone's educational expenses even for one year. Of necessity, then, some rather restrictive guidelines to the use of these funds had to be adopted. Small awards were made on the basis of scholastic ability, motivation, financial need, and realistic plans.

Scholastic ability was naturally a determinant since it is a necessary condition to the pursuit of higher education. However, in most cases, decisions about scholastic ability were made on the basis of academic records and test scores achieved many years earlier. The assumption was that if a woman had the ability for collegiate work at one time, given the right guidance, she still had that ability. This is not to say that only women who could maintain a high average were encouraged. Ordinarily, an attempt was made to assess their ability to do acceptable academic work in the appropriate college. Surprisingly few poor guesses were made by the scholarship committee.

The scholarships were used to provide as well as to reward motivation. Just receiving the scholarship convinced some women that they were acceptable students and that their educational aims were respected. Others needed the extra push to get through a trying or financially difficult year, often the one involving student teaching. However, if a choice had to be made between two similar candidates, the one who had made some effort on her own to return to school was usually given preference.

Financial need was another important factor in considering scholarship applicants but it was always considered in relation to other things. The size of the family in relation to its income, children in college or with expensive medical or dental bills, and the family's style of living were all considered. It was not felt that a family must forego vacations or symphonies in order to qualify as needing financial assistance. However, the committee did like to see evidence that a family was going to invest some of its income in the woman's education if such a sharing were at all possible. On the other hand, in extreme cases of financial distress, where the chances were minimal that the candidate could ever obtain other kinds of financial assistance, Minnesota Plan aid was sometimes withheld. It seemed rather brutal to provide encouragement in such cases. Since financial resources for scholarship were so limited, full-time students and those who could qualify for loans were sometimes referred to other sources even though they qualified on all criteria for selection.

To a great extent, the fourth factor considered, realism of plans, is a combination of the other variables--scholastic ability, motivation, and financial support. Very few applications were really unrealistic and perhaps thoughtful planning was the variable sought. If the applicant could verbalize a specific goal, even though this goal might be exploring several alternatives, and if she carefully established a time table that took her family obligations into account, her chances for attaining the goal seemed greater.

The Women's Continuing Education Program's Scholastic Committee which developed the above guidelines rather gradually over the years of decision making was composed of the coordinator, the two counselors, the placement consultant, and a staff member of the University's Bureau of Loans and Scholarships. About fifty applicants each year submitted detailed financial statements, plans, recommendations, and transcripts. Only one recommendation was required and the order of preference for this reference was (U of M) faculty advisor, (U of M) faculty member, faculty member at some other college attended, or present or former employer. If none of these were available, a Minnesota Plan counselor was asked to evaluate the client. The applicant was also requested to submit a personal letter explaining her plans.

Between September, 1961, and September, 1965, 97 awards were made ranging from $36 to $160 for an average yearly grant of $100. While most of this money came from the Carnegie Corporation grants, some came from other sources. The Faculty Women's Dining Club donated $200 to the fund in 1964, and during the last year, a drive for funds through the Minnesota Alumni Fund netted about $1, 500. Needless to say, a great need exists for substantial support of this program in the future.

The 97 awards were made to 87 different women since ten received a second scholarship. The arbitrary limit of two per person was adopted because of the limited funds. The average age of the recipients was 34. Of these women, 64 were married, 21 were divorced or separated, and two were widowed. It is obvious that these figures on marital status differ substantially from the over-all membership of the Minnesota Plan. However, in view of the fact that vocational aims were often imperative and financial resources limited for mothers alone with their children, this deviation is not surprising. The average number of children for those who were or had been married was just under three.

It is hard to evaluate scholastic progress of women who start back to college with varying amounts of work still to be completed. Thirteen of the 87 scholarship winners received their awards in the fall of 1965 so have had no time to make substantial progress in school. Even many earlier scholarship winners are still in school and making slow but steady progress on their own. However, twenty-seven of these women have received certificates or degrees, including four Master's degrees, 21 Bachelor's degrees, one Associate of Liberal Arts degree, and one licensed practical nurse certificate, which is a remarkable record considering the small amounts of money involved. Eight of these women are continuing on in school, seven of them in graduate school, and at least thirteen have taken jobs utilizing their professional training. At least five other scholarship winners have gone to paying jobs after taking only a few specific refresher courses. Eleven of the degrees were earned by mothers who were divorced, separated, or widowed, a good indication of the motivation which such circumstances provide.

A few specific cases are necessary to illustrate both the goals and the accomplishments of the individual women applying for scholarship help. Mrs. H. I. is married to a high school teacher in a small town many miles south of Minneapolis. She has four young children, and while she is certified to teach at the high school level, she realizes that it will be ten years or more before she is free to teach on a full-time basis. During her college years, she enjoyed working in a large municipal library and later, as the president of her town's civic club, she initiated a successful campaign to establish a bookmobile service contract for their community. Foreseeing the possibility of part-time employment in a neighboring elementary school library which would be opening in the fall of 1966, thanks to the successful bond issue, she wishes to get 24 credits in Library Science so that she would be qualified for such a position. Commuting and babysitting expenses will add considerably to the cost of the courses. A small Minnesota Plan scholarship will merely augment what the family is willing to invest in her future.

Mrs. L. M. was 34 years old and the divorced mother of seven children when she joined the Minnesota Plan in 1961. She had completed one year at the University of Minnesota at an earlier time. Being supported by both the children's father and additional payments from AFDC, the children were all in school and the agency was willing that she return to school to prepare herself for some kind of employment. Tests given by one of the welfare agencies showed that Mrs. M. was in the top few per cent of the general population in intelligence. A scholarship from the Minnesota Plan enabled her to establish a grade record in school so that she became eligible for other kinds of scholarship aid. In December, 1965, she was graduated with a 3.0 average in Speech Pathology. One of the more rewarding aspects of her story though is that not only is she now prepared for full-time employment, but her interests have broadened so that she has become interested in many community activities. She is currently a member of an area Youth Redevelopment Council.

Mrs. N. O. was 33, married to a machinist, and the mother of three children when she joined the Minnesota Plan in 1961. She had attended school in a European country and was working as a part-time cashier in a grocery store in order to take some chemistry courses in the evening class division. Encouraged by a small scholarship from the Minnesota Plan, she quit her part-time job and enrolled in the Institute of Technology on a full-time basis. She quickly qualified for other kinds of scholarship help and graduated with a Bachelor of Chemistry degree in March of 1965, with high distinction. She immediately went on to Graduate School where she has received a National Science Foundation grant to do graduate work in biochemistry. Her professors have labelled her one of the most talented students to come along. She never fails to credit the Minnesota Plan with giving her the courage to make the real plunge into full-time education.

Mrs. R. S. was 35, the mother of three school-age children, and married to a fire captain when she applied for scholarship help from the Minnesota Plan. Mrs. S. had worked as a keypunch operator and as an assistant to the librarian in charge of tapes for the computer division of a large firm. Her scholarship enabled her to attend school during one year taking four courses. These courses helped her to get a job in operations research at the same company learning programming and she has embarked on a new career.

The Child Care Service

In the fall of 1960, in an effort to ascertain problems and answer questions of prospective members, the Minnesota Plan staff held a series of informal group meetings. It quickly became apparent that one problem shared by many young mothers was that of finding competent babysitters for their pre-school children. Several women, finding what seemed to be a common problem, voiced the hope that a common solution, in the form of a child care service near campus, might be found. So, even though provisions for the care of children were not part of the original thinking of the developers of the Minnesota Plan and a budget item has not been allocated for this purpose, Dr. Virginia L. Senders agreed to look into the possibilities of establishing some sort of child care service. Three problems were immediately apparent. Appropriate quarters had to be found near the campus. Competent sitters were needed to staff the service. Some kind of administrative arrangement had to be found so that the University of Minnesota would not be accepting accountability for a project only tangentially related to its intended purpose, and so that the Minnesota Plan staff would not be bothered by the day-to-day responsibilities of collecting fees, arranging for sitters, and the like.

In February of 1961, a meeting was called of the student mothers interested in such a service. Dr. Senders explained that the mothers themselves would have to take a great deal of the responsibility for the center although she offered support and advice of herself and others. Throughout the entire development of the program, and particularly in its beginning stages, the advice and counsel of the State Department of

Public Welfare, in the person of the Consultant in Group Day Care Services, were sought and received. While the nursery does not fall into the category which requires state licensing, sound relations have been established and healthy rules and procedures have been adopted.

The problems involved in establishing a child care service were tackled one at a time with advice and suggestions coming from varied interested personnel at the University. The space problem seemed to be most easily solved by securing permission from some nearby church to use its Sunday School rooms. Various possibilities for sitters were explored including a commercial baby sitting service, social service sororities, students in nursery or kindergarten educational programs and the mothers themselves. Cost or scheduling problems finally ruled out these alternatives.

The somewhat chaotic state of the mothers' "organization" and their ambiguous relationship to the University of Minnesota caused many church administrators to be wary of entering into any kind of agreement with the group. Staff members of the University's Student Activities Bureau were then consulted and the mothers were told they could organize as a bona fide student group. Even though this was an entirely new kind of student "activity," it was a perfectly legitimate interest of a group of students who happened also to be mothers. This organizing as a student activity clarified the position of the group and placed them under the guidance and authority of the University. They became a formal organization which was subsequently recognized by the Senate Committee on Student Affairs. This formal organization of the Student's Child Care Cooperative has become a great source of strength. It formalizes and clarifies the relation of the mothers' group to the University, gives the staff of the Minnesota Plan a formal organization with which it can deal, and provides a structure of responsibility for handling the day-by-day housekeeping chores of the nursery. Just when it seemed that the nursery care would not get started during the fall quarter of 1961, Dr. Senders found out that the Andrew Presbyterian Church, near the campus, would be interested in helping the group. This church had excellent physical facilities and already provided a "Mother's Day Off" one day a week for mothers in the community. The director of that program, Mrs. Lloyd Boyce, was also a faculty wife and was most encouraging and supporting to the student mothers. Primarily through her intervention, the group was offered the use of the church rent-free, although a charge would be made for the use of utilities, heat, and electricity. The disadvantages were that the church was a long walk from campus and, because of the size and age of the building, heating bills would be rather high. However, the Child Care Service has remained in the same location for over six years to the mutual satisfaction of the student-mothers and the church officials.

Thanks to the untiring efforts of a few mothers who were willing to accept responsibility and the cooperation of many other people who were willing to help, the Child Care Service opened in the fall of 1961 on a three day a week basis which quickly expanded to five days a week. Pre-school children who were two, or nearly so, and trained were accepted on either a regular or an occasional basis. Minimal fees, usually fifty cents an hour or less, were charged with the second child in a family coming in for only an additional fifteen cents per hour. Crackers and milk were served in mid-morning and the children were not permitted to stay longer than three and a half hours. Since they came and went according to their mother's schedules, no real attempt was made to run a nursery school type program. "Supervised play" more accurately describes the child care service.

After a small amount of financial support from the Carnegie Grant, the service has expanded enough to be self-supporting. Each year the student group meets to organize and to elect officers. These diligent and responsible officers have made and enforced rules, collected fees, hired and paid "teachers" or sitters, purchased insurance, and sought publicity. The faculty advisers of the group are the director of the University's nursery school as well as the coordinator of the Minnesota Plan.

Communications

Many of the important and time-consuming functions of any program or department may be categorized under the general rubric of "communications." A new program needs to become known in the community which it hopes to serve. Persons interested or involved in a program must be kept informed and involved. A pilot project must accept responsibility for sharing its problems and experiences with other institutions. Thus, the audiences for the desired communications range from professional educators, to student members, to the general public. The communicative methods range from formalized programs or seminars, through printed newsletters and newspaper or magazine articles, to individual letters or consultations.

Communications with Members

Excluding the letters, phone calls, and counseling appointments that each member has with the staff of the Minnesota Plan, a common approach to all or a substantial part of the membership often seemed feasible. In the first year or two of the program, when the membership was smaller and the mailing not an expensive project, announcements or "progress" reports were mailed to members on a fairly casual basis. Rather unexpectedly, the staff found that these simple announcements seemed to have a definite morale-building effect on the women receiving them. They were reminded that they were part of a group in which the University was concerned. The intermittent announcements were gradually consolidated into a mimeographed newsletter written primarily by the coordinator and distributed on a quarterly basis. The impressive change in this vehicle, however, came with the addition to the General Extension Division staff of Miss Beverly Sinniger, a young woman with journalistic talents. Miss Sinniger became editor of the paper, designed an attractive new format, and arranged to use photo offset processing rather than mimeographing. Guidelines, as the newsletter was now called, was distributed to members as well as to persons on the campus and around the country who were interested in the program. Announcements, descriptive articles, progress reports, and personal news of individual members were all included. Each success story seemed to act as a motivator to the women still involved in their educational programs.

Special programs have also been devised for various purposes and they seem to serve a very important function. An annual meeting open to the total membership was started in September, 1961, for the purpose of reporting to members on the progress of the past year and to serve as a welcome to new students about to embark on their educational adventure. The first two of these programs were held in the evening and combined a program with a social hour. For the past three Septembers, however, the program has been called "A Morning with the Minnesota Plan" and this time has proved to be more popular. An informal social period with coffee and cookies being served precedes the program. Since faculty and administrative officers of the University are present, the members have a chance to meet and talk with them as well as with the staff of the Women's Continuing Education Program. Ordinarily, some reports are made on the progress of the Minnesota Plan, scholarships are presented, and then a talk on an appropriate subject is given, usually by a faculty member. The enthusiasm of the women for these programs has been most encouraging.

In addition to this once a year presentation, other programs have been given on subjects in which a sizeable number of women seem to be interested. The most popular of these subjects has been that of How to Study, and this has also been used as the major offering of two of the "Morning with the Minnesota Plan" programs. Actually, the idea of a special offering dealing with one subject or one problem has much to recommend it, and perhaps more programs should have been done. Colleges and universities just setting up a department of continuing education would probably find much merit in a series of meetings dealing with specified subjects.

Along about the third year of the Minnesota Plan, one interesting attempt was made to provide members with an opportunity to meet informally once a week in the department's offices. It was announced that all members were invited to bring a bag lunch to the Minnesota Plan offices, that coffee would be served, and that a staff member would be present. It seemed that members might have many questions that might be easily answered, and that they would respond to this opportunity to meet informally. It was anticipated that the members would meet others with common interests, and that the alleged "loneliness" of the large campus would be overcome. This experiment was carried on for a full quarter, covering a two-hour lunch period so that most schedules would be accommodated. Surprisingly, very few women turned up for any of these meetings. It seems that our members schedule their time very closely. If they are not busy in class or the library, they leave the campus.

Communications with the Public

The public announcement of the establishment of the Minnesota Plan generated a great deal of local interest and enthusiasm that has continued and grown over the years. Newspaper reporters followed the developing program and wrote numerous articles about the Plan, its staff, and its members. Similar reporting was done by radio and television, and staff members were also interviewed or asked to participate in various panel programs. Writers for national magazines gave varying coverage from a simple mention of the program to a full article dealing with the accomplishments of its members. All kinds of women's organizations, from business and professional groups to sorority alumni groups to church-affiliated groups, requested speakers on the theme of continuing education for women.

The tremendous amount of publicity received by the Continuing Education Program has been welcome, gratifying, and overwhelming. It has been welcomed because the program could not grow or be succussful unless it was used by women in the community and it would not be used unless its services became known and accepted. Moreover, the idea of mothers returning to school involves family relationships, the allocation of educational resources, the composition of the labor force, and other sociological problems which need to be discussed frankly and objectively if the climate of opinion in the community is to be favorable to mature women's returning to school. The attention was gratifying, of course, but it was also rather overwhelming in terms of the amount of time required. Interviews take time, pulling together information to answer specific questions takes time, making arrangements for members to be interviewed or getting permission for their names to be used takes time. The most time-consuming activities though were the literally hundreds of speeches that have been given to women's groups over the years. These have all been invited speeches and, while the staff welcomed the opportunity to describe the program and to encourage women to take advantage of its services at the appropriate time in their lives, the effort involved in adding, usually, evening speeches to already busy schedules is considerable. These demands for speaking engagements add still another dimension to the attributes needed or desired in the director of similar programs.

One opportunity for public recognition that was especially appreciated by those connected with the Minnesota Plan was the invitation by the National Association of Land-Grant Colleges and State Universities in 1962 to prepare a half hour film describing the program. This film was entitled, To be Continued, and was the fourth in a six-part series entitled Freedom to Learn. This film was distributed nationally by the National Educational Television network and was also used to either stimulate discussion at the local level or to illustrate the program in places where personal speeches were not always possible. A copy of the film has been shown extensively in Canada, for instance.

Two other series of communications to the public have been mentioned previously, namely the television series entitled Guidelines: A Program for Women of Tomorrow and the University of Minnesota Alumni Magazine issues devoted to continuing education.

In general, it can be concluded that a special program concerning continuing education for women arouses interest on the part of the public and the staff must be prepared to exploit this interest, both in terms of specifics of the plan and also in terms of related general topics.

Communications with other Educators

A "pilot" project which receives foundation support with the goal of developing a program which may be a prototype has special responsibilities and problems. It is somewhat difficult to be an adventurous leader at the same time one is being called upon to give solid advice based on experience. However, the checks and balances inherent in the academic enterprise mitigate against colossal errors. They also make each academic setting a unique situation. Only a part of what has been accomplished at the University of Minnesota is appropriate to be duplicated elsewhere. Only a part of what has been discarded at the University of Minnesota will have to be discarded elsewhere. Each college or university interested in developing a special program of continuing education for women (or men) must do so within the limitations or boundaries of its resources, its commitments, and its community.

The first five years of the Minnesota Plan brought hundreds of inquiries from educators and persons interested in education located around the United States and, indeed, the world. Foreign countries which seemed to generate the greatest interest were Japan and Canada, although we had interesting visits from educators from Australia and Norway, as well. In cases where it was possible for interested people to visit the Minneapolis campus, a series of consultations with various staff members and opportunities to observe the program in action were arranged. In other cases, Minnesotans visited other campuses for consultation with staff members or even presentations to faculty or community groups.

In all cases, though, some effort has been made both to answer specific questions and to have available some printed materials describing the program and its experiences. Progress reports, follow-up studies, and research reports have been distributed to those professional people expressing an interest in continuing education. This five-year report is the culmination of this reporting and this responsibility.

It is inevitable that continuing education in all its varieties will become integrated into the on-going structures of higher education, and it is also inevitable that it will become more integrated into the educational planning of young persons. This may mean some lessening of the time spent on communications in the future. However, the pressures on educational institutions caused by increasing numbers of students of all ages mean that experimentation and innovations of all kinds must be tried and the results shared with others. The "explosion of knowledge," the concomitant changes in the world of work, and the increasing complexity of our personal and community relationships guarantee that more and more people will elect a way of life in which continuing education becomes an integral part.

Chapter 8

FIVE-YEAR REPORT

THE EDUCATIONAL NEEDS OF WOMEN AND THEIR IMPLICATIONS FOR INSTITUTIONS OF HIGHER EDUCATION

Vera M. Schletzer

In 1962, the "Back to School" issue of the Carnegie Corporation of New York Quarterly stated, "Despite the obvious and much talked about needs of opportunities for lifelong learning, most educational activities are still designed for young people who have nothing else to do. The present system is badly suited to those who must fit their learning into a busy life. Although for years a small number of devoted educators have sought to meet the needs of this huge group, night schools, correspondence study, and many other manifestations of adult education have been on the wrong side of the tracks in the view of many academic people."

"This state of affairs is changing, not because academic people want it to change, but because history is tearing up the tracks. Every fact of modern life makes apparent the need for a set of highly flexible arrangements to make education available to anyone and everyone able and willing to learn--under circumstances suited to his needs."

As one of the pilot projects supported by the Carnegie Corporation, the Women's Continuing Education Program of the University of Minnesota has now had over five years of experience in trying to provide the "flexible arrangements" needed by women wishing to continue their educations. Some of the specific implications of these experiences for institutions of higher education will be detailed in this chapter.

Regulations must be questioned

Adults who seek higher education are primarily self-selected so it is important to review the factors which influence this selection. First of all, the characteristics of the women returning to school and their reasons for it are important. The traditional system which places the college education in the years of early adulthood causes many young women to interrupt their educations or careers for marriage and family responsibilities. The flexibility needed to make higher education relevant and accessible to the pattern of women's lives seems to be essentially a matter of timing, rather than one of method or course content. Fortunately, this flexibility of timing can usually be provided through simple changes of rules, rules which have often been adopted for the sake of convenience rather than because they were dictated by sound educational policy. Persons who have started a college education should be allowed, with some review when necessary, to continue their records rather than starting all over. Adults wishing to work toward degrees should be allowed to do so on a part-time basis. The goal of a higher education should be to reach a particular level of knowledge or competency, with less emphasis on the number of years or the rate of progress it takes to reach this goal.

Once the educational lockstep is broken by changing the "when" of a college education, other questions immediately arise. America has a highly mobile society. Colleges and universities must become more willing to accept work done at each other's institutions, and these credits should be accepted both to complete a degree in a particular institution or as the first few years of requirements when more than a few credits remain to be completed. Knowledge gained at non-accredited institutions or by self-study should be easier to validate for credit through proficiency and equivalency examinations. State supported institutions should re-examine their policies concerning entrance requirements and tuition for out-of-state students. Many individuals are currently being penalized by rules that have no noticeable effect on either the income of the institution or the quality of its education. New teaching methods, such as programmed learning and televised lectures, should be utilized. Some educators seem to feel that ten-year-olds are mature enough to learn from television while graduate students are not. Degree requirements, whether these concern single courses, broader area distributions, or majors, should be reviewed for their relevancy. Educators are not immune to status seeking, and many rigid requirements represent status symbols rather than improvements in quality. Finally, graduate schools, dedicated to turning out independent scholars, should require a little less hand-holding during the educational process. Night school classes, correspondence courses, and independent study should all be accepted for graduate study. The emphasis should be on scholarly work and mastery of a particular subject matter rather than on the number of credits or the method by which these credits were achieved.

Since adults return to school for a variety of reasons of which receiving a degree is only one, regular course offerings should be open for registration by non-degree candidates without regard to their aims in taking the courses. One small liberal arts college was willing to accept only adults who wanted courses for "serious" (i.e., vocational) purposes even though the college's philosophy for younger students was directly antithetical to this. Educators, too, must review their assumptions periodically.

While adults usually make their own decisions to continue their educations, these decisions are influenced greatly by the institutions of higher education geographically available to them. The resources, curricula, rules, costs, and philosophy of the school are all important determinants of what is offered and who attends. Services for adults ordinarily cannot go beyond these limitations. However, adults may not know what is available to them or they may have incorrect perceptions of the rules and resources. The Minnesota Plan has demonstrated the desirability of a special program for publicizing what is available and how these resources can be used.

The need for special services

The mature student returning to school has a strong need for guidance especially at the beginning of this new educational career. She needs to know more about herself and her own characteristics in relation to what will be expected of her. She needs to know about procedures, major fields, and employment prospects. She needs help in reading and study skills, but, most of all, she needs support and encouragement.

Guidance needs can often be handled in group situations, and these may often provide the proper vehicle by which a continuing education program can be inaugurated in a particular community. However, since adults are not a homogeneous group, in the same way that eighteen-year-old high school graduates are, they need individual attention. Each one has a different amount and kind of education obtained at a different time and place. Each one has a unique set of responsibilities, and each one has a unique time-table. The educator or administrator who reasons that this "extra" help is an unjustifiable expense should remember that the adult student has little or no need for extra-curricular activities, dormitory counselors, disciplinary boards or counselors, football teams, scholastic standing committees, or campus demonstrations or revolts.

The increasing number of women working in this country and the increasing need for workers trained at the professional and semiprofessional levels also have implications for educational institutions. Existing college placement departments are usually geared to the placing of young adults who are looking for full-time jobs and are able to go to where the best opportunity is available. Geographical and time limitations often restrict the choices open to married women. College placement offices can extend appropriate services to mature students with few additional burdens. However, institutions of higher education can and should take the initiative in educating employers in the effective utilization of female and/or part-time employees at the professional or technical level. If women are ever to make the contributions to society that their abilities warrant, then educational institutions must become show-cases to demonstrate these contributions.

Many young mothers wishing to continue their educations perceive some quite specific barriers to this return. Limited family finances pose a very real problem which often can be solved by scholarships and loans being made available to mature part-time students. Adequate care for pre-school children is another barrier which keeps many young mothers from returning to school. The institution which can provide this child care opens its doors to many who could not otherwise attend.

Educational offerings

Guidance, of course, is of no help if educational facilities are not made available to mature students and in such form as they can be used. The needs of adults are not always met within the traditional course offerings of the University and imaginative experimentation must be tried in content, method, and timing. The special liberal arts seminars developed at Minnesota are essentially inter-disciplinary approaches to various problems or periods, designed to sharpen critical thinking. While they serve primarily as self-enrichment, or as a means of keeping intellectually active when home and community responsibilities limit the time away from home, they may also serve as the first step back to more intensive study. Experimentation geared to the needs of a particular group may often provide insights into methods and content appropriate for wider use. Continuing professional training and refresher courses for professionals who have been inactive for a period of time are additional existing needs that can provide the challenge and the opportunity for resourceful planning and development. While some colleges and some departments have accepted the challenge, more needs to be done.

The climate of opinion

Perhaps the most important and far-reaching implications of the experiences of the Women's Continuing Education Program go beyond the provisions needed to facilitate a return to college by mature women. While these factors smooth the way for women motivated to return, perhaps the larger problem is the waste of talent caused by the lack of direction among America's young women. In a society worshipping at the twin shrines of materialism and security, too many young women base their plans or lack of plans on yesterday's probabilities rather than on tomorrow's possibilities. Many youngsters, and adults, too, see the major purpose of a higher education as preparation for a vocation, in the narrow sense of the word. Since most women expect to marry, too many parents and educators see little need for vocational planning beyond the early years of adulthood. In spite of predictions that the average young woman can expect to work outside the home for twenty-five years, and in spite of the fact that some twenty-two million women, most of them married, are at work at any one time in the United States, the career versus marriage dichotomy is still being argued in some circles as though they were mutually exclusive categories. Educational institutions and individual educators must accept the burden and responsibility of changing societal expectations about the female half of our population.

The stultifying effects of these attitudes on the educational aspirations of young women are easily demonstrated. College majors pursued by women in 1959-60 show less variability than majors in 1947-48, indicating that growing numbers and percentages of women are entering the traditional "female" occupations of teaching and nursing.[1] While talented women are needed and find satisfaction in these honorable professions, their vocational choices should be based on factors other than the desire to conform to others' expectations. The low and stable percentages of women going for the Ph. D. degree or into the academically demanding fields such as medicine, science, and law reflect the low aspiration level set by and for women in the United States.[2] Different situations in other countries of the world make one suspect cultural or environmental reasons for this lack of professional attainment.[3] Colleges and universities have been as guilty of stereotyped notions and practices as any other institutions or groups. Women comprised 30 per cent of college faculties in 1930, but the proportion declined to 22 per cent in 1960. In 18 leading universities today, women constitute only 10 per cent of the faculty and less than 4 per cent of the full professors. Bright coeds need models with whom they can identify, and they need evidence that opportunities for college teaching and scholarly research will be available to those women attaining advanced degrees. Sermons of exhortation need examples to make them effective.

---

[1] U. S. Dept. of Health, Education, and Welfare, Office of Education: Earned Degrees Conferred by Higher Educational Institutions.

But, vocational preparation is only one goal of a higher education. Society needs more than equal employment opportunities and the acceptance of a few outstanding women into the professions. The restrictive influences of yesterday's probabilities and yesterday's expectations limit intellectual growth in other ways. Home is no longer four walls surrounding a self-contained family unit isolated from the rest of society. Home and family concerns cannot be separated from other social, economic, and political concerns. Home, in the best sense of the word, extends into the community, the nation, the world. "Good" mothers are informed on political issues as well as on cake recipes; "good" mothers teach acceptance of people of other races and creeds in the same way as they teach respect for the property of others; "good" mothers keep a close watch on the national budget as well as on the family's expenditures. Hundreds of other examples can be advanced, but the real issue is that today's home differs from yesterday's home. Therefore, the homemaker of today must differ also, and she must be prepared to change even more in the future. If old customs and old values are to be cast aside, educated women must use their influence wisely so that the new customs and new values will have real merit. The scientific method is not limited to the chemistry laboratory. Objectivity must be brought into our relations with people as well as with things.

Colleges and universities must take responsibility for cultural and attitudinal advance as well as for scholarly advance. Professors in almost every field of knowledge can cite changing knowledge and changing concepts without changing the number of credits needed to certify one as "educated." Psychologists can be experts in individual differences and yet ask for an instructor, "male, under 35." If higher education is truly to be a process rather than a state or condition, then we must all strive for new insights into old concepts.

---

[2] Saturday Review, "Women in our society," May 18, 1963.

[3] Myrdal, Alva and Klein, Viola. Women's Two Roles - Home and Work, London, 1956.

THE LIBRARY OF
OCT 6 1967
CONTINUING EDUCATION